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THE MANUAL

OF

NATURAL SHORTHAND

DESIGNED FOR CLASS OR SELF-INSTRUCTION

BY

AUGUST MENGELKAMP

"Utility is the Truest Test of Excellence"

FIFTH, IMPROVED EDITION

AUGUST MENGELKAMP
REMSEN, IOWA

UNIV. OF CALIFORNIA

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PREFACE

The first edition of this work was published in 1891, principally as a guide in the acquirement of the system for the purposes of correspondence and private memoranda. The author, having critically examined the leading English, German, and French stenographic systems, arrived at the conclusion that a system to be fitted for general use, must necessarily be built upon the principles employed in ordinary writing. They may be summarized in the following:

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SYNOPSIS
OF LEADING PRINCIPLES OF STRUCTURE

1. The *graphic* style of writing: that is, a regular succession of up and downstrokes—the element of speed.

2. *Words are written on the slope of ordinary writing;* thus securing an easy and uniform manual movement.

3. *Acute angles and curves predominate*: obtuse angles are entirely abolished.

4. *Connective vowels*: consonants and vowels join directly, and in their natural order.

5. *No shading;* all characters may be written either light or heavy.

6. *No position;* only one line of writing.

The aforementioned principles are embodied in Natural Shorthand. As such it differs from *all other* systems in several important points, and from the more

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prominent ones especially, by its similarity to our present longhand. From the very outset the student can turn to account the practice already gained from the use of ordinary writing, while the forward slope of characters, the fluent word-forms, and the predominance of curves and *sharp* angles are both productive of great speed, and conducive to the acquirement of a beautiful and legible style of writing.

Natural Shorthand is more than any other a true representative of spoken language, assigning as it does, a distinct and unmistakable character to every fundamental sound of the English tongue. It professes a full vowel scale, representing the sixteen simple vowel sounds of the English language by simple and characteristic signs. The grouping of these vowels especially will at once appeal to the student of language and phonetics as superior. Not only are they arranged in pairs, *two* to a group, but they have also been matched with special regard to affinity of sound. This will become more apparent by pronouncing the key-words *edge, age—rip, reap—nice, noise—etc.* These points of superiority no other system can produce to the same extent. This grouping of vowels, two to a group, short and long, is phonetically correct, *natural.* The superiority of our vowel scheme becomes still more apparent in *vowel combinations,* where the vowels in words like *Leo, Noah, snowy, Ionia, Iowa, Eliu,* etc., are joined as usual, without resorting to special devices.

Similar to the vowels, our consonant forms uniformly

occur in pairs, and we employ characters of but *two* sizes. This is an achievement characteristic with Natural Shorthand. It is the key to legibility, and the chief characteristic of a sound and rational consonant representation.

The consonants, being already very characteristic in outline and general appearance, become more so from the fact that they are struck downward, whereas the vowels are traced in a forward direction—a landmark for the eye. As such, Natural Shorthand is founded upon principles not elsewhere employed in the construction of a stenographic system for the English language. It is founded upon the true principles of penmanship, of ordinary writing—a regular succession of up and down-strokes. It is the only *graphic* connective vowel system before the public.

Another point of greatest importance is that of the assignment of the shorthand characters to individual letters. Anyone conversant with other connective vowel systems, will have observed that the simplest characters have not always been assigned to the most frequent letters, but to such letters or rather, sounds, as insure the most facile combinations. In other words: the value of a stenographic character is determined not so much by its frequency, as by its combination with other letters. It is a principle that underlies the construction of every connective vowel system; it is a problem that can be solved only after years of arduous labor and experiments.

The most important consonants with reference to combination are *t, d, r, l,* and *w*. In Natural Shorthand, *t* and *d* not only readily join with *all* vowel strokes, but medially and finally connect with consonant *and* vowel strokes, and that with a single effort of the hand. This is a feature characteristic with Natural Shorthand only, and unhesitatingly and truthfully we put it forth as the most logical and successful solution of the Lengthening Principle in the history of English Shorthand. It more than compensates for the so-called Blends and Double Consonants of other systems, which because of their vague and unsettled character, we do not consider a desideratum in modern shorthand writing.

Another advantage of the system is the assignment of individual, independent consonant forms to *w* and *y*, the lack of which is so painfully felt in other connective vowel systems. *W* almost exclusively occurs *initially,* before vowels, also in the compounds tw, dw, qu (kw), ngw, nkw, and especially sw. Hence its importance as a separate, independent character.

A few remarks regarding general abbreviation. *Long* words are best abbreviated by writing the initial part, retaining the accented vowel, and indicating the final syllables. This we accomplish in a brief and original manner. The initial syllables of *long* words are usually expressed by prefixes. Natural Shorthand presents a series of prefixes of exceptional merit. The series is simple and characteristic. The prefixes are connected with the root-word in an unusual manner, imparting to

the word-form that characteristic appearance which is of greatest importance in the fluent reading of stenographic text.—Vowels are neither *omitted* nor *substituted* in the body of words, that is, in radicals and principal, accented syllables (Par. 54). We express all accented vowels by their own, individual characters. No substitution, no omission of vowels at the option of the writer.—Words having several prefixes and such having suffixes, form another large class of words that are abbreviated according to a novel and systematic plan. Besides, a systematic plan of characteristically contracting *monosyllables,* and words of two or more syllables having neither prefixes nor suffixes, has been introduced. Frequently recurring consonant groups are contracted according to fixed rules; likewise a number of final syllables and a series of important radicals, etc. While other systems contract, blend initial, medial, and final, accented and unaccented syllables without discrimination, we contract *final* and *unaccented* syllables only. Natural Shorthand contracts such syllables principally as are contracted, slurred also in ordinary speech.

Perhaps the most deserving feature of Natural Shorthand is its great simplicity. Such is due principally to the *correct* and complete representation of the fundamental sounds of the language, as well as to the logic and consistency of its superstructure. Its word-forms are built up *strictly* according to the pronunciation as given in the dictionary. It does away with technicalities; it enjoins no undue memorizing. Considering its

completeness, its rules are few—it is by far the simplest of the connective vowel systems.

The system, chiefly because of its simplicity, can easily be learned from the instruction books, without the aid of a teacher, and the text-book has been compiled to meet the requirements of those who cannot obtain the services of an instructor. A regular course of daily practice in reading and writing will produce best results, and will enable the student to fully comprenend and master the lessons. Speed of course, can be attained by practice only.

The work is divided into ten lessons, carefully graded. Its principles are presented and explained in the simplest and clearest manner possible. The illustrations are profuse and from the author's own shorthand notes. The alphabet is given in easy sections. The keywords of the first two lessons are analyzed with respect to sound, to accustom the student to spell phonetically. Word-signs, sentences, and phrases are introduced early, and a Reading and Writing Exercise conclude each lesson—a plan both beautiful and practical.

Unlike others, we have not sought to provide for both the amanuensis and the reporter. We have not aimed at extreme brevity, for reporting purposes, but have striven to preserve the essentials of a *simple* system of shorthand, a system adapted to the *average* hand and mind. Instead of launching the system as a *reporting* medium, we have suited the work to the needs of our *business colleges* and *high schools*. More than nine-

tenths of those who study shorthand make use of it in commercial work. Why then burden your pupils with a voluminous, overwrought text-book teaching the difficult art of *reporting,* when they enter your school with a view to preparing for the *business office?* Why not specialize? By choosing a system adapted to your particular needs you will obtain better results and greater satisfaction in the schoolroom. Besides, it will effect a great saving of time, of valuable time that may be utilized toward perfecting your students in other branches. Natural Shorthand is the only system adapted to the *particular* needs of our young people in connection with commercial work.

Owing to its simplicity and exactness, Natural Shorthand is also recommended for private memoranda. Teachers, business men, and college students will find its study fascinating and instructive, and its application an accomplishment of great practical value.

THE SPEED PROBLEM

A system of shorthand to meet present conditions must be simple, legible, and brief. It must be simple, because shorthand is but a lesser branch in the already overcrowded curriculum of our Advanced Schools, and one eagerly sought for by a great many students of but average means and ability, and whose time is limited. It must be legible, because accuracy, that is legibility, is the chief requisite with the business man who insists upon an accurate transcript. It must be brief, be-

cause you will be required to write down the words of your employer as fast as they are uttered. You must be prepared to meet this requirement; you must have sufficient speed to *take* him.

To achieve this latter object, to attain sufficient speed for rapid work, we must abbreviate. But, as *an increase in brevity is invariably followed by a decrease in legibility,* it proved necessary to adopt a method of abbreviation which, while permitting words to be contracted to a considerable extent, yet would preserve sufficient legibility to insure the correct reading of the notes. This we accomplish by systematic abbreviation, that is, by systematically abbreviating, contracting certain classes of words, and likewise, by a systematic omission of subordinate parts of words.

In support of the assertion that a simple, unelaborated system of shorthand is to be considered superior to a difficult, overwrought style, we take pleasure in quoting from an address of the eminent author and congressional reporter, the late David Wolfe Brown, delivered on the occasion of the World's Congress of Stenographers in Chicago: "I believe, the experience of the first decade of phonography in America has shown that reporting skill can be attained most certainly and most promptly with a simple, unelaborated shorthand system comprising no formidable array of word-signs and phrases—a system making no immoderate demands on the average memory and calling upon the average hand for no overnice artistic distinctions. I am at issue with those who

would require not only every would-be reporter, but every would-be *amanuensis,* to master a mass of "word-signs," phrases, and so-called "reporting expedients," of which hundreds of our best reporters know nothing theoretically and practically. Such training seems to me a sad mistake, even as a preparation for reporting work. *How much greater is the mistake when mere amanuensis training is the immediate object!"*

These remarks are very timely, very pertinent indeed, and cannot be too urgently recommended to the consideration of the aspiring student as well as to the ambitious and conscientious teacher. They give expression of the dissatisfaction with the present development of shorthand, and point out the direction in which it stands most in need of reform. The solution of the problem as to how to gain speed must be sought, aside from the perfect mastery of the fundamental principles of word-form formation, chiefly in the quick manipulation, in the dexterity of the hand—in other words, in practice.

HOW TO PRACTICE

Let the student practice from dictation. This feature may be introduced as early as Lesson 1, after having previously studied it as directed in Exercises 8 and 9. Get someone to read for you, slowly and carefully at the outset, and with gradually increasing speed. Write each exercise from dictation ten times. However, do not rush for speed. On the contrary, be slow and considerate.

especially at the beginning of your practice, making your notes exact, symmetrical. Having thus gained the point that you can write correctly, and without hesitation, you have half won the battle. Then speed will come of itself —it is the natural outgrowth of correct habits. At the conclusion of the dictation, and the next day, read back what has been written—the ability to read your notes word for word is essential. Shorthand is not shorthand unless you can read it.

Another, very interesting method of increasing speed is that of "concentrated practice." Take a sentence, and write each word singly one hundred times, slowly at the beginning, with gradually increasing speed. Thereupon the first and second word together, the second and third, the third and fourth, etc., unhesitatingly, yet legibly, each one hundred times. Finally write the whole sentence as many times without the slightest hestitation in passing from one word to another. In this manner you will soon be able to write this sentence at the rate of one hundred words per minute and above, and within a comparatively short time greatly increase your speed also on new matter.

Having thus finished the Manual and the Graded Exercises, choose your dictation matter with regard to the vocation in which shorthand is to be of service to you. If you intend to qualify yourself for amanuensis work in a mercantile office, let business forms and commercial letters form your chief practicing material. If you wish to work in a lawyer's office, practice legal

forms, lawyer's briefs, and the like. For a change, try your hand at literary matter. It will greatly relieve the monotony of the daily routine. Above all, it will provide you with a large vocabulary, a necessity should you be called upon to take dictation on a subject other than mercantile. Each letter, each subject is to be treated separately, and do not proceed to the next before such part is thoroughly mastered, and until it is written absolutely correct, and at a fair rate of speed. It is only by persistent practice and by frequent repetition of the same article that correct habits and speed are developed. Be energetic about your work, earnest and enthusiastic. You will then make great progress, and succeed.

By the way, we advise the student to put down in shorthand his private memoranda, letters, daily accounts, etc. It will serve the purpose of further familiarizing him with the art, and rendering it more interesting. Likewise correspond with your friends or fellow-students in shorthand. Come together for practice, interchanging ideas and reading each other's notes, the last-named suggestion especially being valuable. Having thus persistently studied and practiced for a length of time, and reached a speed of 100 words a minutes, you may safely apply for a position. Though at the beginning your salary may be small, bear in mind that you lack experience, and as such should be content to begin at the bottom of the ladder. In the meantime perfect your knowledge of shorthand, and become thoroughly acquainted with everything pertaining to the ready per-

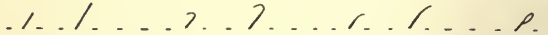
formance of your duties. Imitate those that have been successful before you, profit by their experience, and by so doing you will soon be in a position to employ the winged art as a principal means of gaining a livelihood, and as a "stepping stone" to something higher and better.

LESSON 1

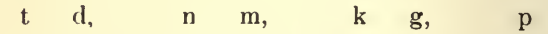
CONSONANTS

1. The consonant signs employed in Natural Shorthand are not derived from the circle or the ellipse, but from an analysis of the characters of ordinary writing. The firm, solid downstroke with its modifications has been employed to represent the consonants, while the light, yielding upstroke expresses the vowels. The slope of the shorthand signs likewise is the same as that of longhand.

The consonant characters are arranged in pairs, and are distinguished by a difference in size. They are divided into two grades: t, n, k, p, l, j, sh, being equal in size to the small *m* in ordinary writing, are called *one grade* characters; d, m, g, b, *two grade* characters. Characters smaller than these (r, ch, s, w) are termed *small* characters. The first eight characters are struck *downward;* r and l are traced from right to left (in the direction of the arrows); ch, j, s, sh, from left to right. Long strokes at the beginning of *n* and *m* must be avoided. Observe that the heads of *p* and *b* are traced in the form of a *loop.*



t d, n m, k g, p b



r l, ch j, s sh, w

2. Get an ordinary "composition book," single ruled, and practice the aforegoing consonants by copying them in the order given. Fill at least one page, until you can trace the stenographic characters with neatness and accuracy, and without the slightest hesitation. Write all exercises with ink. Leave blank space on the right of the page for correction of errors.

VOWELS

3. The vowels are, as opposed to the consonants which are generally downstrokes, *upstrokes,* and slope in a *forward* direction. The first six vowels are termed *straight* vowels, the next four, *round* vowels, and the remaining six, *curved* vowels. They are grouped as follows:

ĕ ā, ĭ ē, ī oi, ă ä

as heard in the words

ĕdge āge, rĭp rēap, nīce noise, Săm psälm

ŏ ō, ŭ, aw ow, ū, u̇ oo

as heard in the words

rŏb rōbe, gŭn, gnaw now, ūse, pu̇ll pool

Remark: The student is advised not to practice upon this table of vowels till he has completed Lesson 2, but should frequently refer to it for comparison.

4. It will be observed that the vowels, similar to the consonants, generally occur in pairs, the first of each pair representing a short sound, the second its corresponding long sound. A *long* vowel is expressed by placing a dot above the sign representing its corresponding *short* sound. Such accuracy of indication of the various shades of sounds however, is rarely necessary in practical work. It is for this reason also, that the first (ŭ) and the fourth (ū) of the curved vowels have not been paired. It is only in unfamiliar or isolated words that the insertion of the dot is necessary. We have introduced the dot in the keywords of Lessons 1 and 2, to give the student facility in applying it, but have omitted it in the Exercises, and later on whenever practical.

The student is recommended to conform his style of writing as regards the size of characters and slant, to that given in the book. This system however, being founded upon longhand with its variations as to size of characters and slant, does not acknowledge any absolute standard as to a particular style of writing. Be it remarked however, that small notes are more economical than large ones, and that slant writing is generally considered more rapid than vertical.

COMBINATION OF CONSONANTS AND VOWELS TO WORDS

5. Consonants and vowels are joined directly, without lifting the pen, and follow each other in their natural order. In shorthand we write only that which is actually pronounced. Write as you speak! Words therefore, are not written according to their spelling, but according to their sound. This implies that vowels having the same sound must be rendered by the same sign, though they be differently expressed. Thus, the vowels *ea, ie, ay, u,* and *ue,* as in dead, friend, says, bury, guess, must be expressed like the vowel *e* in rest, the vowel sound in all these words being the same. Silent vowels, like *e* in late, or *ue* in plague, as well as silent consonants, like *w* in write, *gh* in night, *b* in lamb, *g* in sign, etc., remain unexpressed in shorthand. Similarly, ph is rendered by f, ck by k.

The pronunciation given in the examples is based on Webster's "New International" Dictionary. Editions of the International are no longer reliable as regards pronunciation, especially with reference to the vowel u.

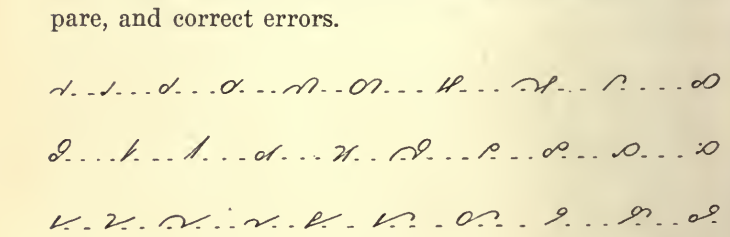
6. Study, read, and copy carefully every shorthand word of each paragraph in this lesson. Analyze, as you proceed, each word with respect to its sounds. This may at first present some difficulty. But the little trouble attendant upon the practice of thus noting the deliberate utterance of a word will indeed many times be repaid by the accuracy and finish which it imparts to your own pronunciation. Having thus reached the Exercises at the conclusion of the lesson, go back over the same ground, first reading the shorthand words keeping the typographic words covered, then writing all typographic words back in shorthand, keeping in turn the shorthand forms covered. Each subsequent lesson is to be treated in like manner before attempting the Exercises thereof.

7. THE STRAIGHT VOWELS

edge	ĕ-j		wren	r-ĕ-n	
ledge	l-ĕ-j		wretch	r-ĕ-ch	
age	ā-j		rain	r-ā-n	
rip	r-ĭ-p		sin	s-ĭ-n	
ridge	r-ĭ-j		ditch	d-ĭ-ch	
reap	r-ē-p		seen	s-ē-n	
tie	t-ī		nice	n-ī-s	
ties	t-ī-s		type	t-ī-p	
toy	t-oi		noise	n-oi-s	

READING EXERCISE

8. Read the following shorthand words, comparing word for word with the printed key, Exercise 9. Read them several times, until you can recognize them at sight, without the slightest hesitation. Then transcribe them into longhand, keeping the printed key covered. Compare, and correct errors.



WRITING EXERCISE

9. It will be observed that the Writing Exercise at the conclusion of this paragraph is the key to the Reading Exercise at the conclusion of paragraph 8. The same applies to all the Reading and Writing Exercises throughout the book.

Cover up the Reading Exercise of paragraph 8, and write the words at the conclusion of this paragraph back in shorthand. Write slowly and carefully, and pronounce each word in whisper or mentally as you write. Compare, and put down words written wrong on a sep-

arate sheet of paper, or better, in a little reference book, to be the subject of special drill and frequent review. Write the exercise several times. Write always from dictation as directed in The Speed Problem. This mode of practice is to be observed with all subsequent Exercises, and by closely adhering to this plan you cannot fail of success.

Say, way, ray, lay, sane, lane, tape, shape, ace, rage, rail, day, Ed, wreck, neck, shell, etch, wretch, wedge, wage, tea, knee, she, see, pea, tease, lease, ear, ears, rear, ease, easy, near, tear, teach, tin, win, itch, each, I, ice, sigh, shy, my, lie, pie, ripe, wipe, rye, Roy.

Remark: The vowel stroke in **Ed** and similar words must be elongated to effect the connection with **d, m, or g.**

LESSON 2

THE ROUND VOWELS

10. Review directions of Exercise 6 as to the general mode of studying the lessons. Bear in mind that it is only by a rigid course of study, and by the faithful adherence to the plan laid down that you may expect to progress satisfactorily.

Sam	s-ă-m		tan	t-ă-n	
rap	r-ă-p		sash	s-ă-sh	
psalm	s-ä-m		calm	c-ä-m	
rob	r-ŏ-b		top	t-ŏ-p	
gone	g-ŏ-n		lodge	l-ŏ-j	
robe	r-ō-b		tope	t-ō-p	

THE CURVED VOWELS

11. While the straight and the round vowel strokes are simplicity in form and execution, the curved vowels,

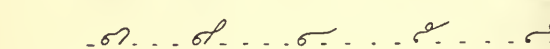
however, require particular attention. They are compound strokes, shallow double curves slanting in a forward direction. They should be struck with a light, uniform movement. Practice the curved vowels until you acquire the knack of making them correctly and gracefully. Study the models.

sup	s-ŭ-p		gnaw	n-aw	
tun	t-ŭ-n		lawn	l-aw-n	
touch	t-ŭ-ch		now	n-ow	
use	ū-s		puss	p-u̇-s	
pew	p-ū		rue	r-oo	
new	n-ū		loose	l-oo-s	

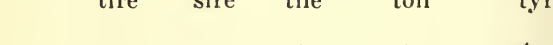
Remark: This exhausts the vowels (and diphthongs) of the system. Be sure you understand them. Study their characteristics, separately and in groups. Compare them as to shape, size, and direction. Observe that the last three vowels succeeding consonants, are struck through the line of writing.

12. *R* and *w* are written in the curve of curved vowels. R and l following ī or oi, are struck to the right. Otherwise write them as usual.

run rub raw worry war wall



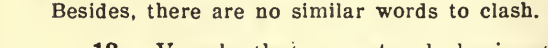
tire sire tile toil tyro silo



Remarks: R and l, though sometimes traced in the direction of ch and j, respectively, as in run, raw, tire, tile, cannot be confounded with the latter, as will be seen later on. Besides, there are no similar words to clash.

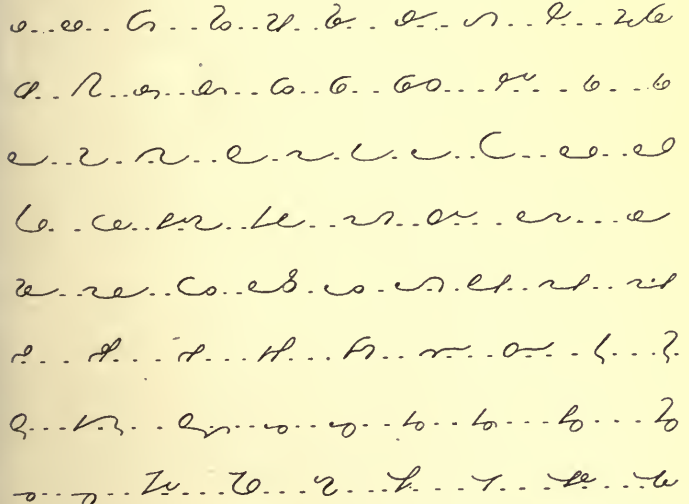
13. Vowels that are struck horizontally—ī, oi, ă, ä, ŏ, ō—are joined initially to downstrokes above the line. Similarly the last three of the curved vowels.

Ida Annie analyze Otto Utah



READING EXERCISE

14. Review directions of Exercise 8. Give your attention also to the longhand transcript. Let it present a neat and clean appearance, and be free from errors in spelling.



WRITING EXERCISE

15. The complete vowel scale, paragraph 3, together with its symbols, should now be reviewed and copied by the student five times. Thereupon transcribe the words below back into shorthand as directed in paragraph 9.

Air, rare, gas, match, nap, marry, alley, ash, Ella, Niagara, cap, Emma, arise, alas, catch, care, carriage, area, tare, tar, row, know, show, low, so, toe, woe, go, roar, roll, door, Cora, piano, depot, sown, Leo, Rosa, arrow, narrow, sorrow, coach, Roger, watch, wash, pop, sop, soap; par. 11: err, herb, up, tub, gun, saw, law, due, mew, lieu, tissue, Louis; par. 12: wire, wile, tire, tires, pile, mile, ire, isle; par. 13: idea, idol, Anna, obey, oak, opera, Ottawa.

LESSON 3

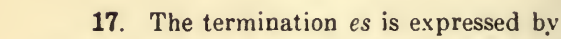
CONSONANT CONNECTIONS

16. *S* has two sounds, sharp and soft. Soft *s* (z), being of little practical importance, is represented by the sign for sharp *s*. When necessary to distinguish it from the latter, add a dot.

says ways zero cozy race raise

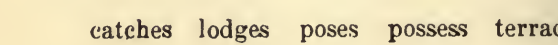
17. The termination *es* is expressed by *s* only. The similar endings *ess, ace, ays* are written in full.

catches lodges poses possess terrace essays



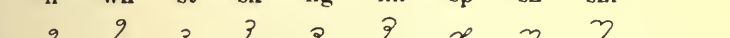
18. For the purpose of better connection, *ch* and *j* occurring at the beginning of words, are placed *below* the line. When preceding ū or oo, however, they remain *on* the line. Compare Remark, paragraph 12.

chain chip jay John jaw Jew

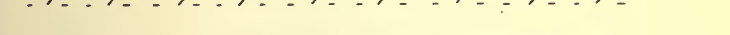


19. Words illustrating the use of h, wh, st, sk, ng, nk, sp, sn, sm, nch, nj, and x.

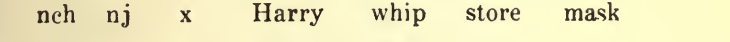
h wh st sk ng nk sp sn sm



nch nj x Harry whip store mask



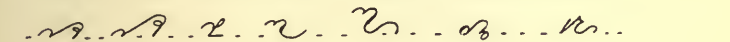
sing sink spy snow smash wrench Texas



Remarks: The heads of **st** and **sk** should be made small. Join **ch** and **j** closely to the preceding **n**, so that no intermediate **s** may be read. The initial stroke of **x** is smaller than the final one; it is slightly curved, and slants to the right.

20. *R* and *l* following consonants, are placed to the left of such consonants. Before oo however, join them to the right.

try dress shriek trash crow draw

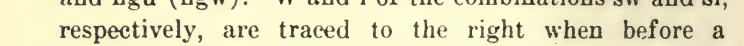


ply blow class claw true glue

Remark: In joining r and l to the foot of consonants, we trace them in the direction of **ch** and **j**, respectively. In such and similar combinations, r and l cannot possibly be mistaken for **ch** and **j**, because the latter are joined to consonants in a different manner as illustrated in paragraph 19 (**nj**).

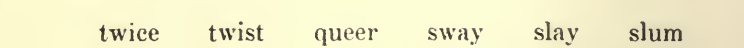
21. Note the combinations tw, dw, qu, (phon. kw), and ngu (ngw). W and l of the combinations sw and sl, respectively, are traced to the right when before a *straight* or *curved* vowel, and are formed with a single inflection of the pen.

twice twist queer sway slay slum

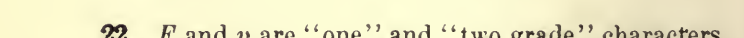


22. *F* and *v* are "one" and "two grade" characters, respectively. At the beginning of words draw them always upward, in the middle and at the end of words, always downward.

f v foe few fun free flee

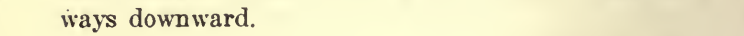


safe life laugh office vain stove



23. F occurring before ĭ or ē at the *beginning* of a word, adopts the direction of these vowels. Initial *v* followed by ĭ, ē, ī, or oi, is expressed by a small hook.

fin fix Philip vista vie voice



Remark: In words like Philip, fear, rest r and l on the line, the vowel sound being already sufficiently clear.

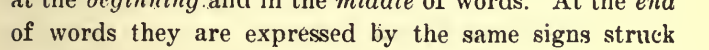
24. We express *y* by a small hook below the line, accommodating itself to the direction of the vowels. It is the reverse of the *v* hook.

yea yes yellow yeast yore

25. Th and dh (soft th) are struck downward when at the *beginning* and in the *middle* of words. At the *end* of words they are expressed by the same signs struck upward.

th dh thatch thrice thorough though

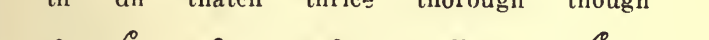
Matthew Agatha loath loathe depth



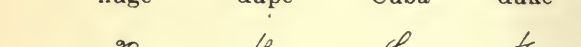
Remark: Final th succeeding a consonant, as in depth, is expressed by the downstroke. In practical work it is generally omitted.

26. $\bar{U}$ occurring between two consonants, is expressed by intersection, that is by striking one character through another. This is done either direct, as in *news*, or by means of the hairstroke, as in *lure*.

news deuce Lucy lure cure



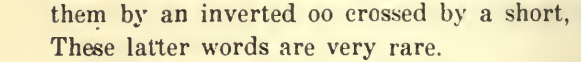
huge dupe Cuba duke bureau



Remark: Before a round vowel trace r to the left, as in **bureau.** Compare **tyro,** paragraph 12.

27. Medial *oo* and *u* preceding any character but *s,* are expressed by their respective signs straightened out along the line. When followed by medial *t* or *d,* express them by an inverted oo crossed by a short, waved line. These latter words are very rare.

noon loop tour roost Rudolph



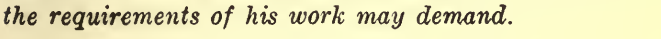
Remark: Placing **r** and **l** to the **right** of consonants as in **troop, gloom,** conforms with the second part of Rule 20. Compare **troop and true, gloom and glue,** Gen. Exercise, Par. 30.

WORD-SIGNS

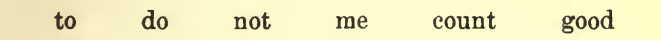
28. It is a well-known fact that the bulk of all written and spoken language is made up of short words, chiefly monosyllables, such as the articles, pronouns, conjunctions, etc. Because of their great frequency, these words have been assigned special, brief forms, called *word-signs.* They are of great help towards attaining speed, hence should be carefully memorized. The number of word-signs for general use should be limited; *and*

let the individual writer enlarge and extend this list as the requirements of his work may demand.

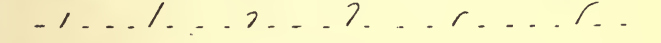
to do not me count good



put by the all man can

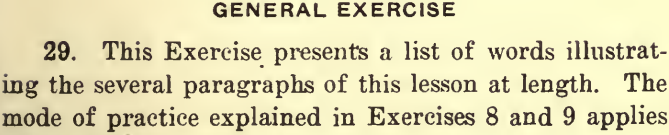


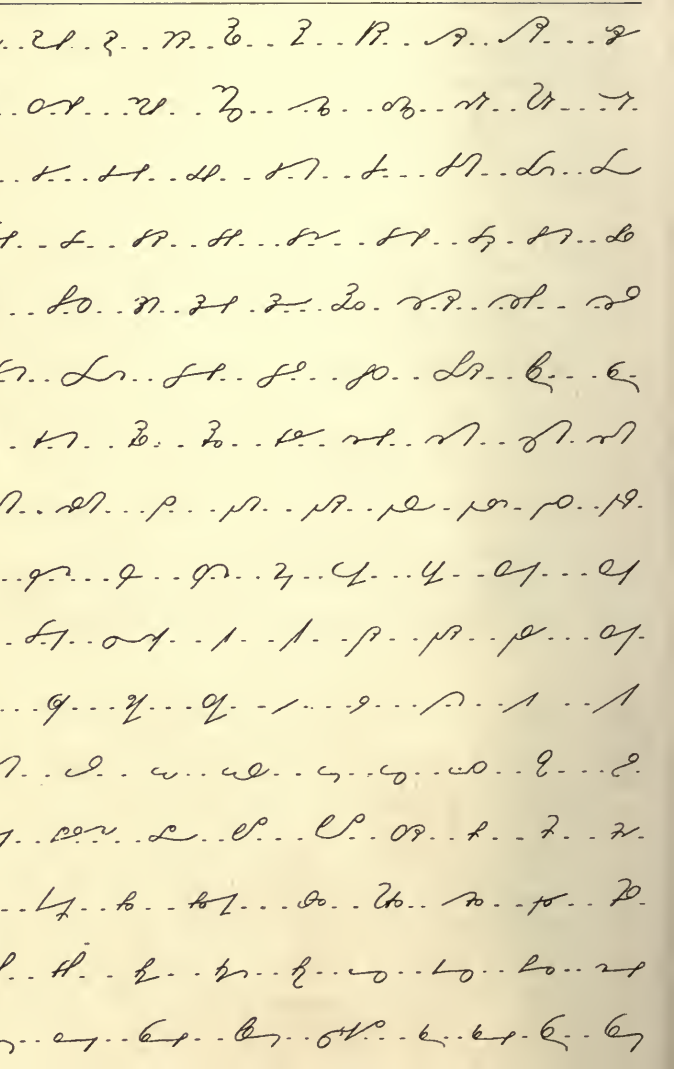
is should shall on it who



GENERAL EXERCISE

29. This Exercise presents a list of words illustrating the several paragraphs of this lesson at length. The mode of practice explained in Exercises 8 and 9 applies alike to all General Exercises throughout the book.

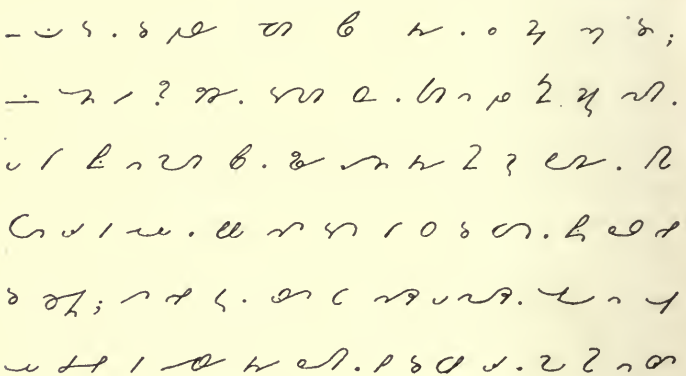




Tops, knobs, tacks, loss, toss, rise, cigars, zone, lazy, gazelle, cease, seize, gauze; par. 17: riches, dodges, ace, aces, essay, essays, tosses, lashes, cares, caress; par. 18: cherry, chin, choice, porch, gem, gin, jug, jam, jolly, Jewess; par. 19: hay, hedge, hero, high, hair, hash, harsh, hose, hollow, home, haw, hue, why, while, stay, stitch, stow, stop, stew, nest, scarce, sky, desk, wing, wink, angry, spare, lisp, snap, smile, inch, range, sex, Max, ox; par. 20: train, tree, trip, trap, trim, dry, drum, grass, grow, grip, cry, crest, crape, crazy, crisp, Christ, priest, prayer, brace, bridge, strain, strip, straw, scratch, shrink, shrub, shrill, glean, gloss, clip, clear, pledge, blast, blue, grew; par. 21: dwell, twin, square, squire, query, sweep, swim, slim, swum, swam, slam; par. 22: fetch, fan, fast, follow, force, fudge, fuel, fry, freeze, fly, flesh, knife, coffee, taffy, leaf, loaf, wife, grieve, Joseph, fate, fade, vest, vast, valley, live, strive, carve, heavy, levy; par. 23: fee, fear, fish, feet, feed, vim, veal, via, viola, vice, vile, voyage; par. 24: yell, year; par. 25: thief, Theresa, throw, path, both, length; par. 26: pews, muse, newsy, fuse, diffuse, pure, purify, allure, mature, inure, fury, mule, tube, cube, puny, Tunis puma; par. 27: wool, tool, poor, soup, push, roof, group, balloon, Judith, true, troop, glue, gloom.

READING EXERCISE

30. Before proceeding, copy the word-signs, Par. 28, five times. If you meet a word in the exercises that you cannot decipher, let it remind you that the lesson is not thoroughly understood, and stands in need of repetition. You will find that an occasional going back is a good thing, and will prove an aid rather than a delay. Note difficult words, especially also phrases, and jot them down in your reference book. The punctuation marks are the same as in longhand.



WRITING EXERCISE

31. The student will observe in the Reading and Writing Exercises word-signs that are joined together, as, I-can-not, to-see, you-shall, etc. Such combination of word-signs are called *phrases.* The student is advised to confine himself to the phrases presented in the Reading and Writing Exercises until he reaches Lesson 7, where phrase writing is taught and illustrated in a separate chapter.

In this connection we again advise the student not to be too anxious to obtain speed in writing. He should be content to begin slowly and carefully so that his notes approach those in the text-book in points of neatness and accuracy. In other words, he should cultivate a *correct* and *legible* style of writing,—then speed will take care of itself.

I owe you (ī ō ū). Your folly I-can-not bear to-see. The knife is-not yours; who owns it? Henry. You-shall-not lie. Dan is fair to-my nephew Sam. A* good boy is known by-all. Harry wishes to-see my new pony. Emma goes away to Iowa. Papa says you-should count all your cash. Boys, roll up your sleeves; it-is up to-you. Alice can sing a song. Otto is off on-a trip to Italy to-see Rome. Put your cap away. No man is always wise. Flee sin. Say "I-can-do it." It-is an easy task. Good-by to all.

---

*Generally pronounced like à in **ask**. See Webster's "New International" Dictionary.

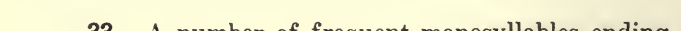
LESSON 4

SPECIAL ABBREVIATION

32. Chiefly for the purpose of rendering frequent monosyllables short and characteristic, we employ a few special abbreviating devices. They are restricted almost exclusively to the final portion of words.

33. A number of frequent monosyllables ending on *ick* are expressed by their initial downstrokes together with a short, *straight* backstroke.

tick thick pick kick lick



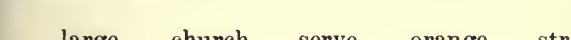
Remark. This short backstroke is the initial stroke of x (ks), and as such expresses k, a component part of the syllable abbreviated.

34. *N* is represented by an additional character, a *short* horizontal stroke. It is used finally only, after r and l. *S* following auxiliary *n* is slanted backward.

darn mourn stol(e)n swoll(e)n mourns

35. *R preceding* a consonant can often be omitted. Similarly we generally omit *n* of the combination *nj*. Compare Par. 19.

large church serve orange strange

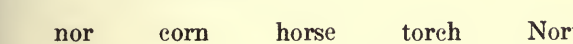


36. Joining *r* to the *right* of downstrokes (Compare par. 20), expresses *awr* (ôr).

nor corn horse torch Norway

37. The reversing principle of the preceding chapter, slightly modified, is employed also to express the syllable ẽr (ĩr, ûr) when occurring before characters that are struck with a forward motion, namely s, sh, n, m, j, and upstroke th and dh. It is used also finally.

terse turnip urge earth her



38. Auxiliary *n* slightly waved expresses *ĩn;* adding a dot signifies *oin.*

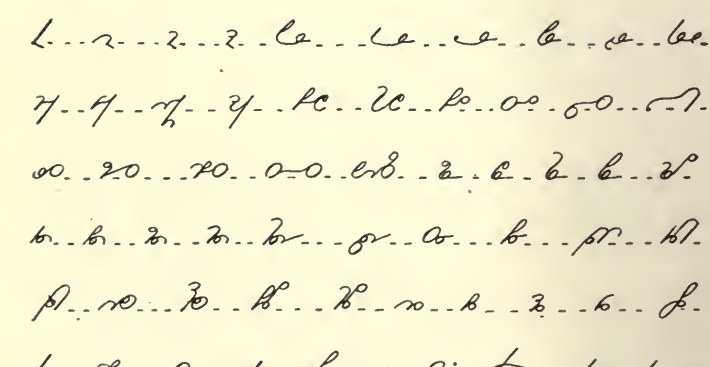
pine kine mine tine coin

449502

39. The termination *own* is expressed by resting the full length of *ow* on the line. The dot of *ow* may be omitted.

town down gown noun brown

40. GENERAL EXERCISE



Dick, sick, nick, stick; par. 34: borne, torn, worn, barn, yarn, darns; par. 35: nerve, curve, serves, starve, Bertha, Martha, birch, lurch, George. warm, arrange, hinge, sponge, lounge, passenger; par. 36: born, thorn, morn, born, north; par. 37: terse. purse, hearse, nurse, mercy, Jersey, learn, burn, furnace, term, firm, surge, scourge, birth, mirth, sir, pur, stir, cur, blur; par. 38: dine, spine, line, twine, brine, join, loin; par. 39: drawn, tines, towns.

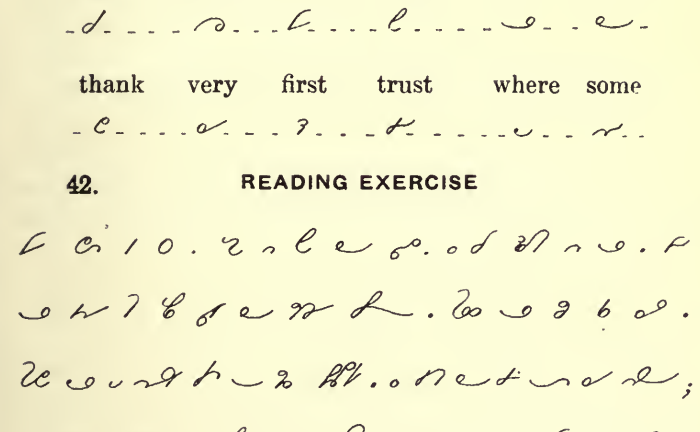
41. WORD-SIGNS

great take here about was come

dear sure give back over from

thank very first trust where some

42. READING EXERCISE



WRITING EXERCISE

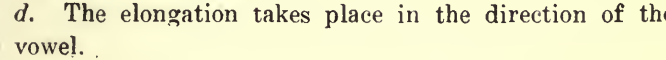
43. Give thanks to all. Anna is back from church. The great storm is over. Come over to-see me about-the check from Henry Brown. March over here to-the rear. Martha wore a silk dress on her birthday. The train from Troy was very slow; it-is to-reach Lake Erie by noon. Aim sure. I-wish you all good luck. Flora fell to-the floor. Corn grows on stalks. Fear the wrong. Dear mamma, where-is Nora? Give alms to-the poor man. Bertha may take a trip to Des Moines. The teacher teaches; the boys learn. Eleanor took a book to look up a rule. I-trust to-see her some day. Do try to-reach the goal first. Drops day by day wear rocks away. Now I lay me down to-sleep.

LESSON 5

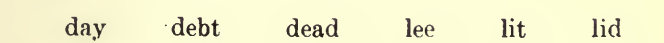
THE LENGTHENING PRINCIPLE

44. Elongating a vowel one grade adds *t*, two grades, *d*. The elongation takes place in the direction of the vowel.

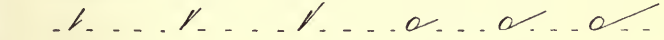
day debt dead lee lit lid



tie tight tide man mat mad



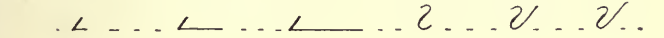
no knot nod come cut cud



Remark: The forms for man and come are word-signs already given in previous lessons.

45. Final *t* and *d* following *r*, *l*, *ū*, *u̯*, or *oo* are expressed in a similar manner by their upstrokes, two and three grades, respectively. We write also final *ĩrst* with upstroke t.

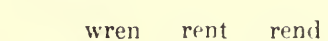
cart card old salute rude thirst



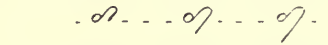
Remark: The disconnected ĕ stroke is employed to distinguish between a few similar forms illustrated in the Writing Exercises, as suit and suet, guard and garret.

46. Elongating a consonant one grade adds *t*, two grades. *d*. *T* of the combination *ft* is struck upward *two* grades.

wren rent rend print sand dreamt

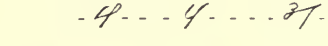


kept tact strict text lift graft



47. Elongating *in* and *oin* one grade expresses *int, oint;* elongating *in* two grades signifies *ind.* Compare Par. 38.

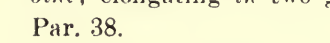
pint kind mind grind joint



Remark: In order to render words written according to this and the following paragraph still more characteristic and speedy, let the double curve of the endings show a decided little jog as in the illustrations.

48. Elongating *own* one grade expresses *cwnt* (ount), two grades, *owud* (ound). Compare Par. 39.

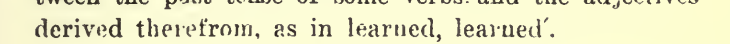
mount mound hound pound ground



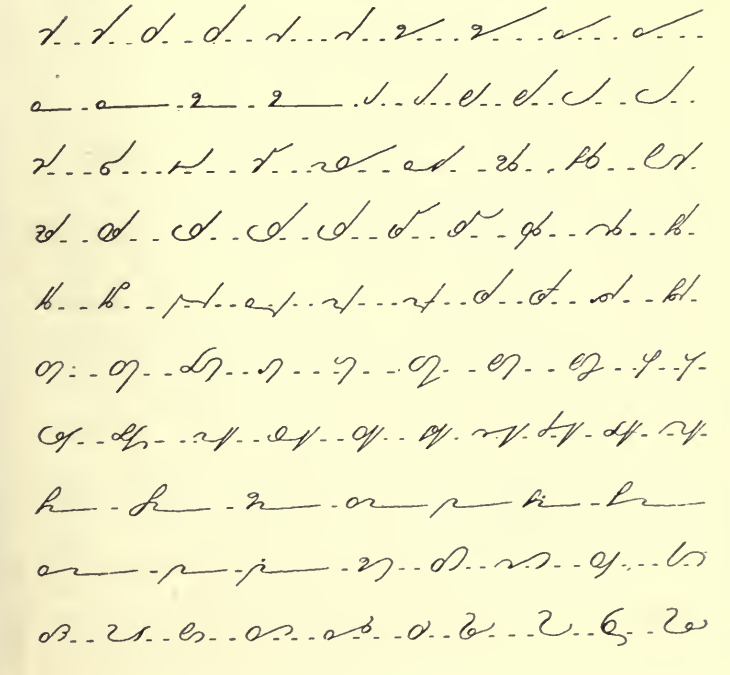
Remark: For the sake of easy execution, we write the forms for **fount** and **found** with the int and ind curves, respectively. Insert the **ow** dot above **found** to distinguish it from **find.** See Writing Exercise.

49. The ending *ed* expressing the past tense is represented by a small backward curve. Distinguish between the past tense of some verbs and the adjectives derived therefrom, as in learned, learned'.

rented carried erred tossed learned learned'



50. **GENERAL EXERCISE**



Net, Ned, let, led, set, said, hit, hid, writ, rid, write, ride, height, hide, at, add, pat, pad, got, God, nut, rut, taught, Nettie, solid, rocket, hatchet, budget, bonnet; par. 45: start, lard, colt, cold, told, tardy, alto, flirt, shirt, bird, dirt, dearth, foot, root, suit, suet, guard, garret, worst, burst; par. 46: lent, lend, grant, went, ant, candy, pant, pantry, apt, act, correct, practice, soft, aloft, left, theft, swift, drift, craft, shaft; par. 47: bind, blind, hind, rind, find, point; par. 48: bound, round, fount, found; par. 49: hinted, lamed, sinned, laughed, dashed, rested, knocked, passed, leased, reached, laid, married, mowed, glued, mourned.

ALPHABETICAL LIST OF WORD-SIGNS

51. The following is a list of simple word-signs arranged alphabetically. The words presented are of frequent occurrence, hence the necessity of committing them to memory. This is best accomplished by frequently copying, and writing from *dictation* Exercise 52, which contains them all.

Remarks: In a few instances, a single word-sign is used to represent more than one word, as **a, and—be, by.** Such words, however, belong to different parts of speech, hence will not give rise to confusion. The signs for **that, those, this** and **these** are struck downward, those for **other** and **would,** upward. The word-signs of this list agree with the rules so far presented.

a, an		back		could	
about		bank		count	
above		because		complete	
after		be, by		dear	
again		been		did	
against		before		difficult	
ago		best		direct	
all		better		do	
already		between		done	
am		book		equal	
among		but, us		ever,-y	
and, a		can		favor	
another		certain		first	
any		charge		for	
as		collect		friend	
ask		come		from	

full

general

give

glad

good

great

hand

have

has

had

he, how

here, hear

his

him

in

is

it

just

keep

knowledge

last

letter

like

long

love

make

man

mail

many

me

month

more

most

must

much

never

next

not

n't

nothing

number

o'clock

of

on

one

other

our

out

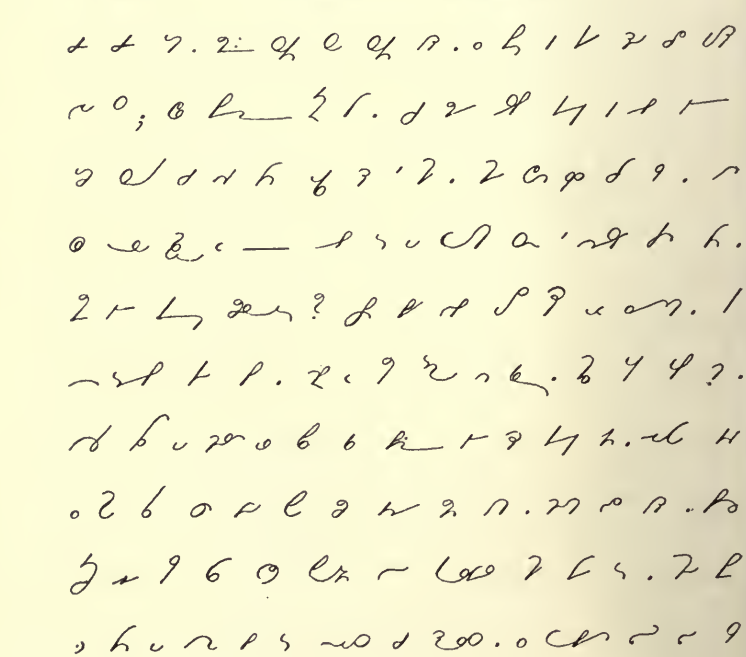
over
past
person
place
please
put
railroad
railway
same
school
several
shall
should
ship
short
shorthand

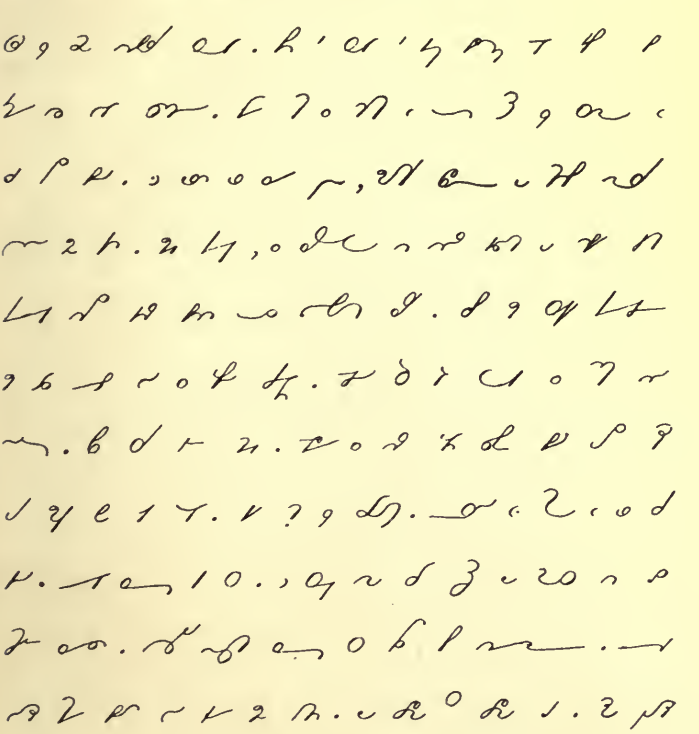
small
some, sum
soon
south
special
speak
stand
strong
study
sure
such
take
tell
thank
the
that, those

this, these
then, than
them
there, their
therefore
they
think
to, too
together
through
trust
under
very
was
want
we

well		which		word	
were		who		worth	
what		will		work	
where		with		would	

52. READING EXERCISE





WRITING EXERCISE

53. Try, try again. He-who laughs last, laughs best. The boys too, did study their task with-a will; they-are bound to-make good. Tell him it-will-be difficult to ship them another lot of-the same goods after-the first of May.

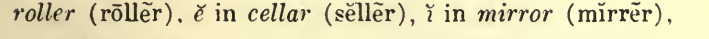
Many thanks for-the great favor. It-is already over-a month-ago that we shipped you a complete line of silk dress goods. Why then do-we-not hear-from-you? Please pay up at-the bank, and-that very-soon. Do as you-would-be done by. Speak that which you-know is true. Much ado about nothing. Short words and numbers are better to-the point than long, difficult ones. I-am-glad to-say the man had just come back here to-see his friend. None but-the best. Be-sure to-mail every letter together with-what boxes our doorkeeper may give you. I-must buy these goods, and shall put you in-charge of-the storage. The copies wanted were well cared for under a separate lock. Because of lack of time they-should-not like to-be put to-any such work just-now. Give me the name that was asked for, also that of-the other person. These wares are very fine, handmade throughout, and must-be sold within two days. However difficult, the Railroad-Company is certain to-run a special train direct south to-several places on-the Wabash railway. Before he left Detroit he could-have shipped us the above dry-goods. I-trust you-will next collect the small sum in-full. Better late than never. I-think the several accounts have-been paid at-the bank at half past one o'clock. Take nothing for granted. We-love those most that are dear to us. Equal rights to all. This life is-a great school where knowledge is worth more-than riches. Shorthand in-general writes all words by sound. We-say "among many persons, but between two friends." Where there-is-a will, there-is-a way. Stand fast therefore, and strike out with-a strong arm against-the folly of "I-can't do it."

LESSON 6

GENERAL ENDINGS

54. The principle of invariably expressing all *accented* vowels by their particular, individual characters, and all *unaccented,* obscure vowels either by their own characters or by their nearest equivalents, applies especially to words having endings. Thus the vowels ō in *roller* (rōllĕr), ĕ in *cellar* (sĕllĕr), ĭ in *mirror* (mĭrrĕr), ō in *chorus* (kōrŭs), ō in *oral* (ōrăl), being accented, are always and invariably expressed by their own, particular characters, while the e, a, o, u, a, being unaccented, obscure, are represented by the closely related and highly practical sign for ĕ.

roller cellar mirror chorus oral

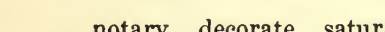


Remark: It will be observed that we substitute only two unaccented vowels, ŭ, (ĕ) and ă, by another unaccented vowel, namely ĕ. Accented vowels are never substituted, interchanged by another vowel.

55. *Medially,* unaccented vowels are expressed, and that by their own individual characters. Excepted is unaccented ŭ (ĕ), as in *balustrade, opera,* which is expressed also medially by ĕ, its nearest equivalent. The

exceptions are rare. Compare the unaccented vowels in *final* syllables, paragraph 54.

notary decorate saturate balustrade opera



56. Referring to paragraph 54, we omit the unaccented vowel occurring after a downstroke or upstroke (t, d) consonant followed by final *r* or *l*.

manner tenor treasure latter triple saddle

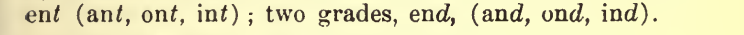
Remark: Considerations for brevity and fluency of writing prompt us to write the forms for **trousers, misery, desert, generous, lantern,** and similar words given in the Exercises, according to this rule. The forms are slightly exceptional, the r not being final.

57. Final *l* may be omitted in polysyllables; likewise in trisyllables and dissyllables of frequent occurrence or of characteristic form. Similarly we omit final *r* following dh (th). Words ending on *sl* join the *l* above the *s*.

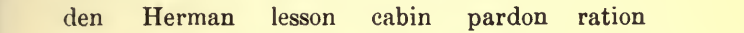
trisyllable cardinal trouble mother tres(t)l(e)

58. The ending *en* (an, on, in) is expressed by auxiliary *n*. Elongating the *en* ending one grade expresses en*t* (an*t*, on*t*, in*t*); two grades, en*d*, (an*d*, on*d*, in*d*).

den Herman lesson cabin pardon ration

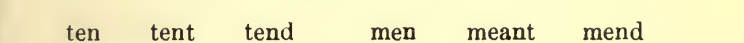


ten tent tend men meant mend



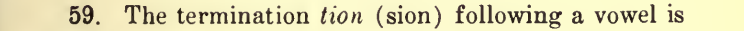
59. The termination *tion* (sion) following a vowel is always written in full when occurring in dissyllables. In trisyllables we express it by the *en* ending together with the preceding vowel, and in polysyllables, by the *en* ending only.

station donation solution animation locomotion

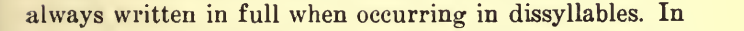


60. The termination *nce* (nse) is represented by a dot formed with an *evolute* motion, that is to the right. The unaccented vowels ĕ, ĭ, preceding this and similar endings, can often be omitted.

dance sense quince Florence Lawrence ounce



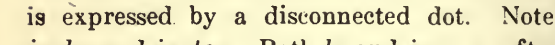
science tower fewer satiate Italian



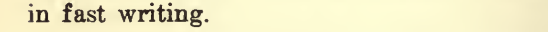
Remark: Generally speaking, we do not express the y sound in words like Italian, brilliant, vineyard. However, it may be expressed, especially in proper names like Rudyard, by striking y through the character following it. Compare also cannon and canyon. See Writing Exercises.

61. Adverbial *ly* is represented by a dot formed with an *involute* motion, that is to the left. Final *ing* is expressed by a disconnected dot. Note final *ings*, *ingly*, and *ington*. Both *ly* and *ing* can often be omitted in fast writing.

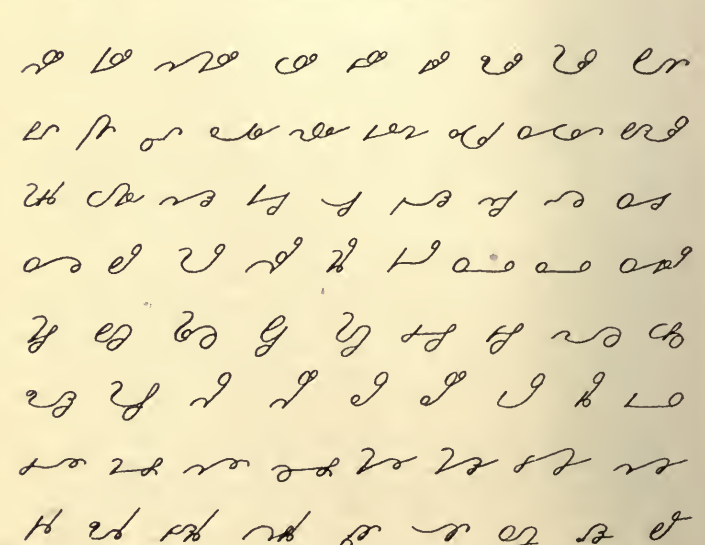
nearly richly nicely sadly highly lowly

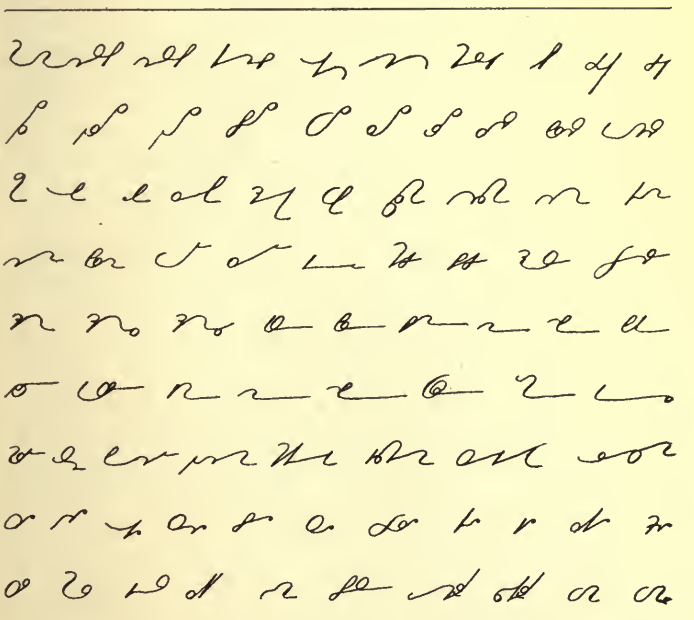


thing knowing lodging sayings knowingly Washington



62. **GENERAL EXERCISE**

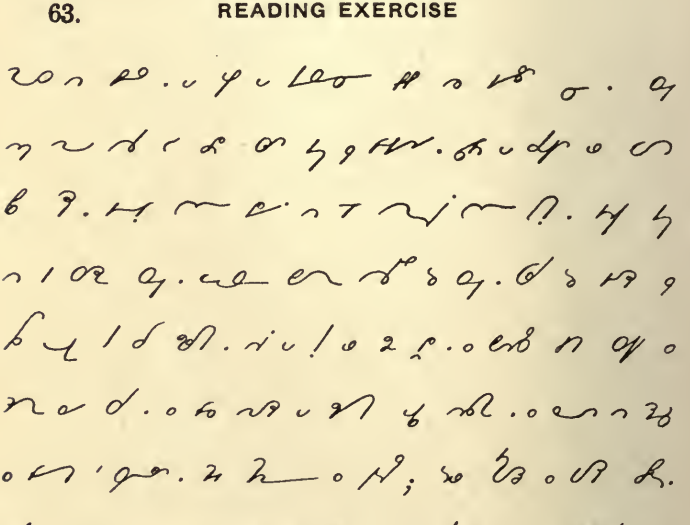


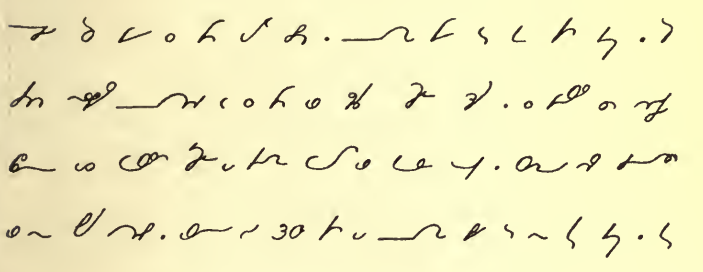


Seller, dealer, similar, collar, color, terror, horror, moral, bonus, pious, famous, joyous; par. 55: rotary, salary, tyranny, rectorate, licorice, pastoral, maturate, camera; par. 56: sister, differ, offer, foster, suffer, usher, liquor, leisure, patter, motor, shelter, murder, daughter, lighter, writer, literature, maple, panel, marshal, baffle, mantel, triple, couple, social, capsule, hostile, mobile, settle, settler, rattle, rattler, total, turtle, title, trousers, nippers, scissors, slippers, misery, mystery, creamery, scenery, desert, hazard, custard, shepherd, generous, onerous, lantern, western, pattern; par. 57: monosyllable, syllable, disciple, official, initial, miracle, able, travel, trifle, further farther, father, brother, gather, rather, Arthur, wrestle, parcel, tonsil; par. 58: when, open, weapon, ribbon, Stephen, captain, German, Sherman, session, dozen, season, parson, cotton, written,

tighten, matron, patron, stolen, glycerin, station, stationer, stationery, talent, parent, peasant, sent, spent, patent, urgent, tolerant, tenant, send, spend, garland, almond, tender; par. 59: narration, allusion, position, fascination, meditation, termination, litigation, origination; par. 60: lens, essence, offense, license, prince, lance, Clarence, dunce, tense, radiance, nuisance, layer, mower, towel, radiate, onion, brilliant, vineyard, Rudyard, cannon, canyon; par. 61: daily, mostly, shortly, nightly, Manley, selling, trying, writing, doings, sparingly, Wellington.

63. READING EXERCISE





WRITING EXERCISE

64. Knowledge is power. An apt and diligent pupil is-the teacher's joy. Life is-not so short, but there-is always time for courtesy. Checks and drafts are cashed by-the bank. Talking without thinking is like shooting without aiming. To-save time is to lengthen life. Violent passion shortens your life. Guard your tongue, for words often do great harm. Saying and doing are two things. The passenger train left the station very late. The choir sang a hymn after-the sermon. The rose is styled the queen of flowers. Never mind the future; you-are to-master the task before-you.

Dear-Sir:* Last-night we shipped by special fast freight two dozen tailor-made men's suits partly scorched in-a recent fire, and offer the lot for $90 net. We-trust you-will keep the goods at-that price. We-shall give you ten days time.

Yours-truly,

Dear-Sirs: In-reply-to-your-letter* we-should-say that the goods are hurt more-than stated. The color has suffered throughout, and-the collars of-more-than a dozen coats are torn off. Also several trousers are in bad shape. Allow us thirty days and we-shall pay you in due time.

Truly-yours,

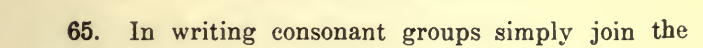
*To meet the demands of such urging an extended list of word-signs we have added at the end of the book, an Appendix consisting of additional word-signs and phrases. In a few instances we have embodied a convenient form in the Exercises.

LESSON 7

GROUPING OF CONSONANTS

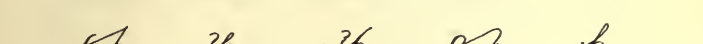
65. In writing consonant groups simply join the second character where the first ends.

kidney napkin stagnant lymph Webster



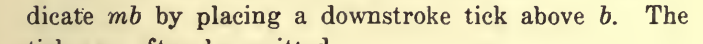
66. We express *mp* by a *small* downstroke, and indicate *mb* by placing a downstroke tick above *b*. The tick can often be omitted.

limp camp trump timber bombard



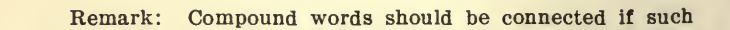
67. *Sh* following a downstroke is indicated by placing a dot above such stroke. In practical work the dot is generally omitted. We omit *p* when between *m* and *t*.

mansion section adoption empty prompt



68. Compound words are often written in full. When they admit of abbreviation, write the first word in full and indicate the remainder by the first character or characters. When consisting of word-signs only, simply join them.

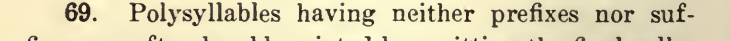
highway nowadays semiannual hereafter sometime



Remark: Compound words should be connected if such can be done with facility and without detriment to legibility; otherwise write them separately, but close together. In compounds and in phrases we express **time** by **ti**.

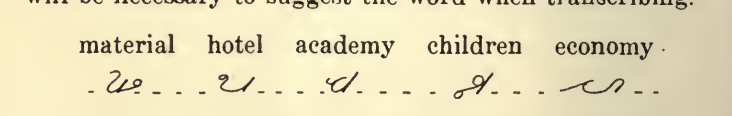
69. Polysyllables having neither prefixes nor suffixes can often be abbreviated by omitting the final syllable or syllables, especially if the latter directly succeed principal *t* or *d*. In other words, write only as much as will be necessary to suggest the word when transcribing.

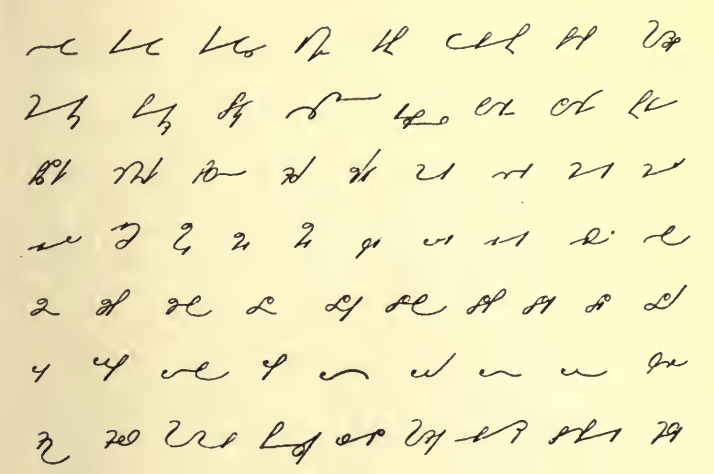
material hotel academy children economy



Remark: This rule generally applies to words of more than two syllables. However, since many words the initial syllable or syllables of which peculiar to themselves only, are sufficiently and characteristically indicated by such syllables, it is permissible to extend the application of this rule to words of but two syllables, and sometimes to monosyllables, also.

70. GENERAL EXERCISE





Sidney, Edmund, catkin, acme, Agnes, signature, camphor, remnant, nymph, songster, lobster, monster; par. 66: lamp, stamp, damp, hemp, jump, mumps, thump, cramps, dumped, umpire, simple, example, lumber, nimble, thimble; par. 67: option, caption, mention, transient, essential, function, action, fraction, suction, auction, diction, dictionary, temptation; par. 68: daybook, copybook, baseball, masterpiece, midnight, beefsteak, breakfast, shortsighted, typewriter, pastime, thanksgiving, bookkeeping, birthday, namesday, by-law, first-rate, headache, no one, someone, anyone, anyway, everywhere, evermore, whenever, however, whichever, forever, wherever, everyone, everlasting, upon, herein, hereby, hereupon, therein, thereafter, thereupon, thereby, thereto, thereof, thereat, whereto, whereabout, whereupon, whereby, whereas, whereat, wherein, whereon, elsewhere; par. 69: pneumonia, neuralgia, monopoly, boulevard, arithmetic, manufacture, Episcopal, Presbyterian, multiply, cultivate, natural, Germany, character, pupil, Hubert, Bernard, Albert, girl, stood.

PHRASING

71. Another auxiliary in the way of obtaining greater speed is the practice of phraseography, that is the joining of small words that are naturally and grammatically closely connected. Phrasing is of great advantage to the shorthand writer, as writing several words without raising the pen adds much to rapidity.

The phrases presented in this lesson, being *regular* phrases (See Par. 73), need not be memorized. Copying them intelligently several times will suffice.

72. But few particulars regarding the formation of phrases can be given. As with many other things, a fine sense of discrimination guided by the experience and observation of others is also here the best teacher. However, mark the following:

1. Words to be phrased must belong to the same part of the sentence, with no punctuation marks between.

2. No phrase should be written unless the several forms join readily and legibly.

3. Prefix the personal pronouns to auxiliary verbs, and when practical, also to other verbs of frequent occurrence, as *I am, you have, we do, they say.*

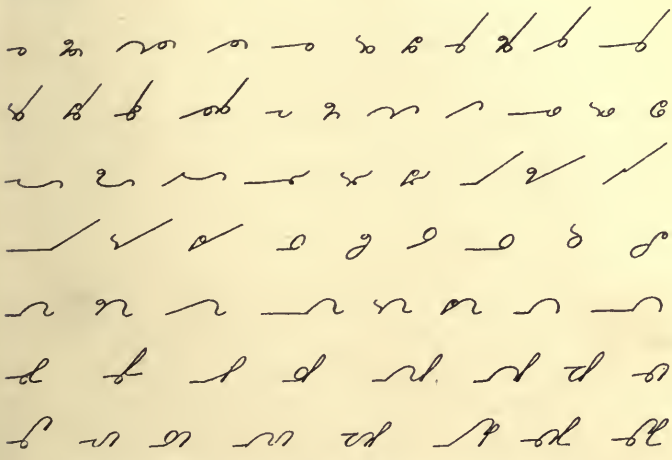
4. Prefix *in, to, for, of* and similar short words to word-forms permitting of easy connection, as *in turn, to be, for that, of this.* Do not join *to* to nouns, nor *of* to verbs.

5. Suffix *a* and *the* similarly; the last named on the side opposite to that on which final *r* would be placed, as *on a.*

6. When in doubt as to the correctness or usefulness of a phrase, do not phrase.

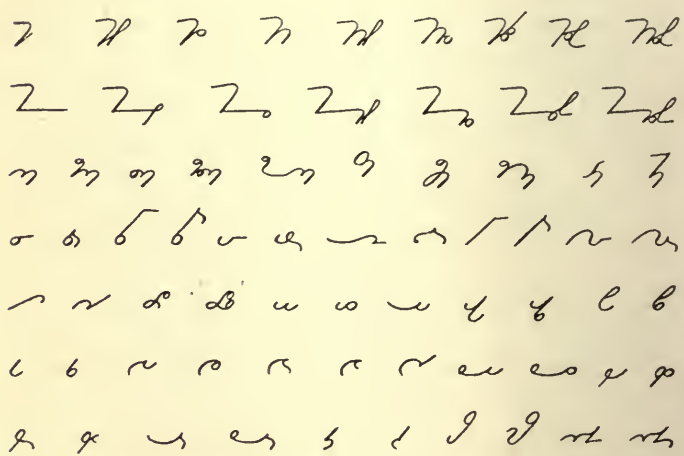
REGULAR PHRASES

73. We distinguish between *regular* and *irregular* phrases. Regular phrases comprise such in which words or word-signs are simply joined together. Irregular phrases (See Par. 104), in which one or several words constituting the phrase, are either contracted or entirely omitted.



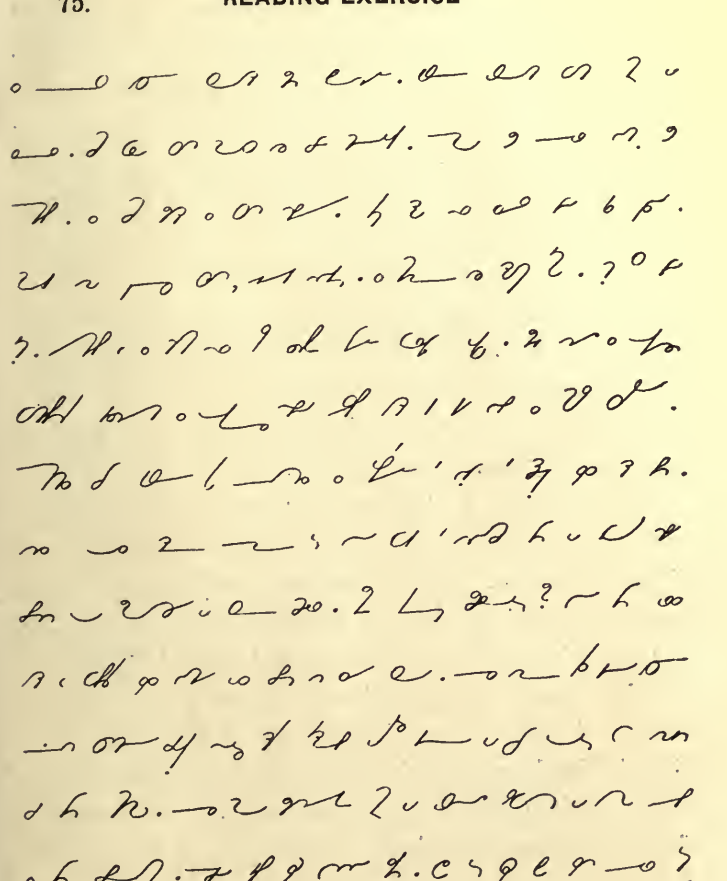
I have, he has, she has, it has, we have, you have, they have, I had, he had, it had, we had, you had, they had, I have had, it has had, I am, he is, she is, it is, we are, you are, they are, I was, he was, it was, we were, you were, they were, I would, he would, it would, we would, you would, they would, I will, he will, it will, we will, you will, they will, I shall, he shall, it shall, we shall, you shall, they shall, I should, we should, I have been, I had been, I would be, I will be, I shall be, I should be, I can be, I have not, I had not, I am not, I will not, I shall not, I can not be, I would not be, I have not been, I had not been.

74. ADDITIONAL REGULAR PHRASES



I may, I may be, I may have, I may not, I may not be, I may not have, I may have had, I may have been, I may not have been, I might, I might be, I might have, I might not be, I might not have, I might have been, I might not have been, is not, he is not, has not, he has not, he was not, will not, he will not, he should not, could not, I do not, have I, have you, had I, had you, am I, are you, was I, were you, would I, would you, shall I, shall you, it is, is it, there is, there are, and a, and the, on a, after a, after the, by a, by the, to a, to the, with a, with the, with you, with that, with it, from a, from the, for a, for the, for you, for that, on you, from you, to this, to that, at all, not at all, sometime, sometimes.

75. READING EXERCISE



WRITING EXERCISE

76. The idle agent lost his position. Talent alone cannot make a writer. More character, less knowledge, is-the cry nowadays. We-know what we-are, but-not what we-may-be. The more haste, the less speed. Do-not stand in-the rear, come to-the front. No-one is-a fool always, every-one sometimes. The mind is-the standard of-man. Nothing will come of-nothing. It-may-be that the name in-the letter has-been given correctly after-all. However, since the officers cannot-be-said to-have-seen the offender in-person, it-will-be best to take up the matter later-on. We-may-not-have great talent, yet we-should-have the ambition of working, of striving for-the first place.

Sir: On-the 1st-inst. we-sent you our catalogue of summer goods and quoted special prices on hosiery and light underwear. Why do-we-not hear-from-you? The goods are-the best that can-be-had for-the money and-the price is very low. We-have-sent word to-our agent who-is just-now traveling in-your state, to-stop at-your town and call on-you with samples of-the goods mentioned. We-have no hesitation making an allowance for-cash and shall ship the goods promptly. We-trust to-be favored with-some orders. Thanking you for-all past favors, we-are

Yours-truly,

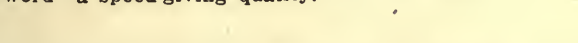
LESSON 8

SUFFIXES AND TERMINATIONS

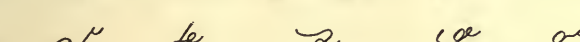
77. The most frequent suffixes and terminations are expressed by abbreviated forms which accommodate themselves to the final character of the root-word.*

Remark: With the exception of **ing** (Par. 61), all suffixes and terminations in Natural Shorthand connect with the root-word—a speed-giving quality.

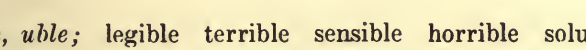
able; suitable durable honorable tolerable lovable



ible, uble; legible terrible sensible horrible soluble

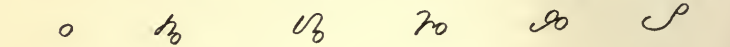


acy: primacy pharmacy piracy legacy lunacy

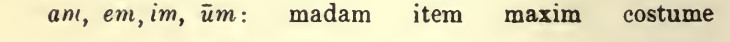


*A root-word is a word from which other words are derived. Thus assign, assigns, assigned, assigning, assigner, assignable, consign, consignment, design, resign, signer, are all derived from the root-word **sign**. Similarly, finer, finest, finely, finery, refine, refinery, from **fine**. That which precedes the root-word is termed prefix, that which follows, suffix or termination.

age: drainage damage message village cottage

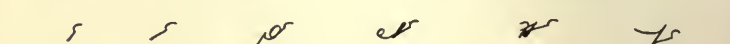


ant, em, im, ūm: madam item maxim costume

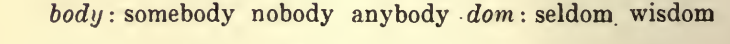


ations, itious: fallacious rapacious nutritious officious

body: somebody nobody anybody *dom*: seldom wisdom

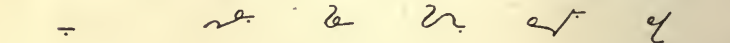


one (ine): serene marine machine routine ravine

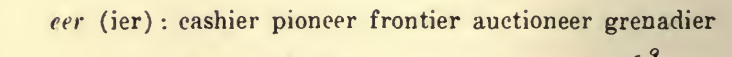


eer (ier): cashier pioneer frontier auctioneer grenadier

eral: literal liberal *erate*: literate liberate

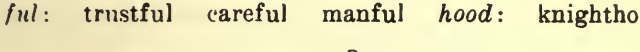


est: nicest greatest shortest lightest doest



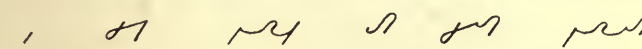
fold: twofold manifold *form*: biform multiform

ful: trustful careful manful *hood*: knighthood

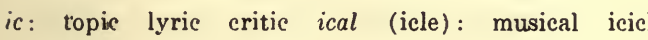


graph: telegraph phonograph *gram*: telegram phonogram

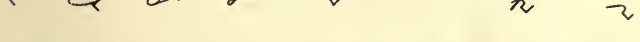
ic: topic lyric critic *ical* (icle): musical icicle



icity: simplicity duplicity *ization*: mobilization

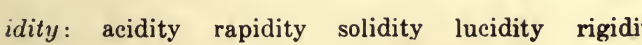


idity: acidity rapidity solidity lucidity rigidity

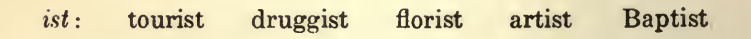


ious (eous): serious curious copious glorious hideous

ish (unaccented): Irish Scottish nourish lavish stylish

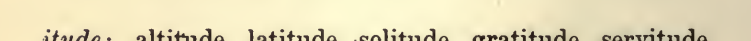


ism: prism baptism truism *asm*: spasm sarcasm

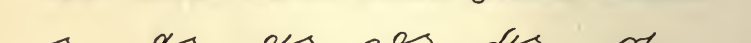


ist: tourist druggist florist artist Baptist

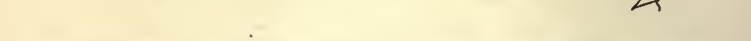
itude: altitude latitude solitude gratitude servitude



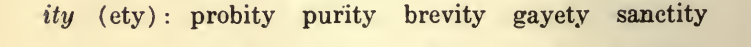
ity (ety): probity purity brevity gayety sanctity



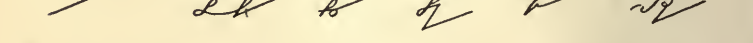
ability, ibility, ubility: probability possibility solubility



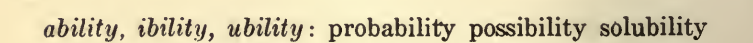
ive: motive festive passive captive sanative



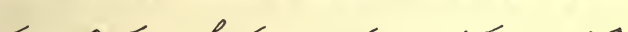
less: senseless aimless careless *let*: booklet



ling: hireling darling *land*: Ireland Scotland

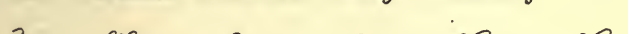


logy: theology biology zoology physiology geologic



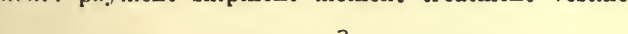
man: salesman horseman *mony*: ceremony alimony

ment: payment shipment moment treatment vestment

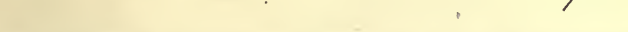


ness: sadness politeness tenderness nearness manliness

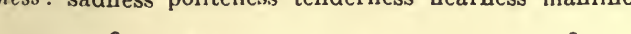
ory: offertory memory dormitory *orial*: senatorial



ous (us): famous nervous joyous luscious vicious



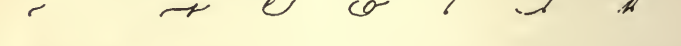
self: yourself himself themselves *thing*: anything



ship: ownership friendship *teen*: thirteen nineteen

some: handsome tiresome gladsome lonesome troublesome

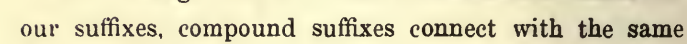
um (om): autumn bottom column *ward*: onward Edward



COMPOUND SUFFIXES

78. Owing to the fluent and characteristic forms for our suffixes, compound suffixes connect with the same facility as the simple ones.

useless uselessly uselessness festivity terribly

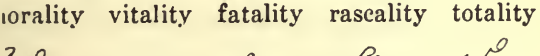


79. The forms for the endings *ular, ulate, ulence, ulent, ulous, ulum, ual* are obtained by simply omitting the l.

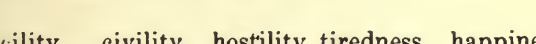
angular modulate turbulence stimulant populous

80. The suffixes *ality* and *ility* are generally expressed by *al* and *il*, respectively. We omit the syllables *ed* and *i* preceding the suffix *ness*.

morality vitality fatality rascality totality

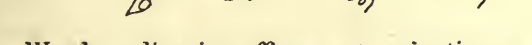


docility civility hostility tiredness happiness



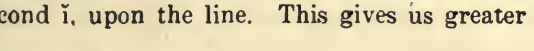
81. Words ending in suffixes or terminations can be abbreviated by omitting the final character or characters of the root-word, and adding the suffix.

miscellaneous unanimous locomotive citizenship eternity



82. In words like *amber, atlas* we raise initial a above the line, that it may not interfere with r and l, respectively. Similarly, if the vowel ĭ occurs in two successive syllables, we rest the downstroke following the second ĭ, upon the line. This gives us greater lineality.

amber atlas visitation diligent Erin



83. Numbers are best expressed by the ordinary figures, except *ten, hundred, thousand,* and *million,*

which should be rendered by their stenographic forms. We express cents by *s*, dollars by *d*, pounds (weight or money) by *p*.

1c	$10	$200	$6000	$7000000	800 lbs.

84 Proper names should be written according to sound. Observe the German (Scotch) *ch*, the French and German *u*, the French nasal *n*, and the German *pf*, *nch*, and *j*. We may also distinguish between *s*, *z*, and *c*. Compare paragraph 16.

O'Donovan	McMaster	Loch	Dubois	Mueller	Mönch

Bon	Pfarrer	Joseph	Zimmer	Cimmer	Schneider

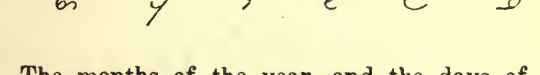
Remarks: Final t or d in proper names may be struck downward, and double consonants may be expressed by shading, as in Hit, Reed, Peters, Mann. (See Exercises).— When used as initials, express A by , E by , and Y by . Note in this paragraph the special characters for z and c, to be employed also as initials.

85. Similar to ordinary writing, many words of frequent occurrence are represented by their most characteristic elements only. In determining abbreviations and

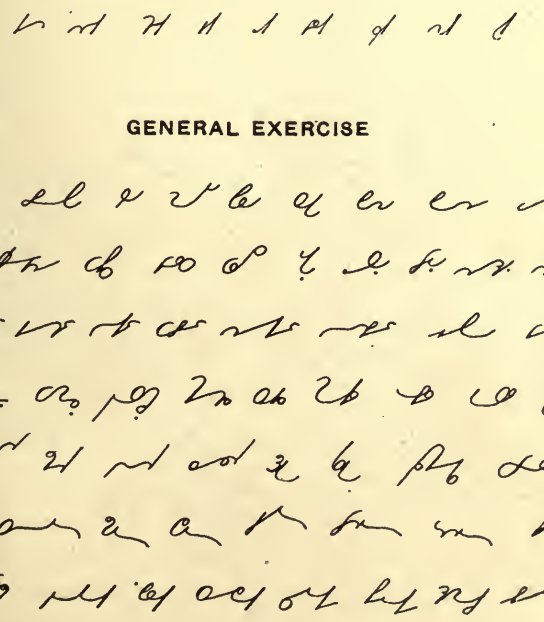
contractions, employ the initial characters chiefly as they suggest the full word most quickly.

Mr.	Mrs.	Ave.	St.	Pa.	Mo.	I'll

86. The months of the year, and the days of the week.



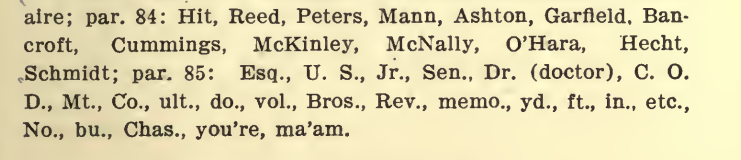
87. GENERAL EXERCISE

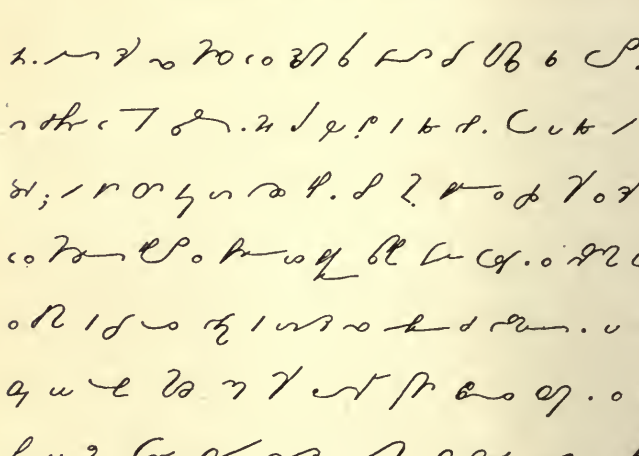


Payable, liable, probable, favorable, notable, bearable, laughable, passable, possible, visible, fallacy, delicacy, cabbage, courage, cartage, Adam, William, Graham, system, seraphim, fume, spacious, tenacious, audacious, capricious, seditious, auspicious, everybody, kingdom, sateen, Irene, canoneer, volunteer, mineral, lateral, moderate, operate, tolerate, generate, smallest, latest, highest, finest, richest, threefold, sixfold, vermiform, chloroform, platform, lawful, handful, thankful, dreadful, graceful, useful, painful, boyhood, girlhood, photograph, paragraph, lithograph, geography, biography, stenographer, epigram, monogram, chronic, terrific, attic, graphic, panic, cubic, Eric, music, Patrick, Frederick, nickel, tickle, pickle, radical, chronicle, causticity, civilization, pulverization, timidity, stupidity, cupidity, courteous, various, spurious, furious, studious, duteous, piteous, tedious, foolish, flourish, vanish, boyish, girlish, brutish, peevish, heroism, chasm, organist, dentist, scientist, solicitude, beatitude, sanity, parity, lenity, celerity, security, levity, scarcity, gravity, capability, pliability, tenability, durability, notability, suitability, legibility, volubility, native, sportive, missive, massive, possessive, talkative, tearless, endless, seamless, nameless, faithless, speechless, numberless, useless, noiseless, peerless, bracelet, streamlet, hamlet, nurseling, stripling, weakling, dumpling, highland, lowland, Portland, etymology, phrenology, Scotchman, Irishman, brakeman, testimony, matrimony, basement, statement, element, aliment, measurement, sediment, testament, goodness, greatness, gladness, smallness, whiteness, alertness, idleness, history, hickory, lavatory, territory, territorial, pictorial, precious, pious, righteous, jealous, cautious, momentous, pompous, treacherous, census, herself, itself, myself, everything, something, scholarship, township, fourteen, irksome, winsome, loathsome, album, quorum, custom, forum, symptom, backward, outward, upward, towards, forward, inward; par. 78: careless, carelessness, carefully, amiably,

cleanliness, foolishness, serviceableness, captivity, penmanship; par. 79: singular, regular, stimulate, ambulance, opulent, sedulous, masculine, manual, mutual, population, formulation; par. 80: locality, legality, bestiality, geniality, neutrality, ability, stability, nobility, utility, servility, moral, morality, total, totality, legal, legality, noble, nobility, servile, servility, crookedness, easiness, sauciness, sleepiness, haughtiness, laziness; par. 81: monotonous, poisonous, monopolist, pessimist, scientific, academic, paternity, maternity, maximum, minimum, anxiety, society, multiplicity, simplicity, astronomy, anatomy, botany, punishment, criticise, hypnotize, naturalization, harmonization, nationality, orginality, fertility, similarity, assiduity, credulity, generosity; par. 82: vicinity, dirigible, milliner, military, Mississippi; par. 83: 2d, second, 3d, third, 4th, fourth, secondly, secondary, hundreds, thousands, millionaire; par. 84: Hit, Reed, Peters, Mann, Ashton, Garfield, Bancroft, Cummings, McKinley, McNally, O'Hara, Hecht, Schmidt; par. 85: Esq., U. S., Jr., Sen., Dr. (doctor), C. O. D., Mt., Co., ult., do., vol., Bros., Rev., memo., yd., ft., in., etc., No., bu., Chas., you're, ma'am.

88. READING EXERCISE



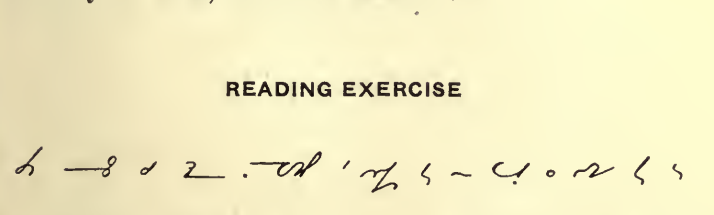


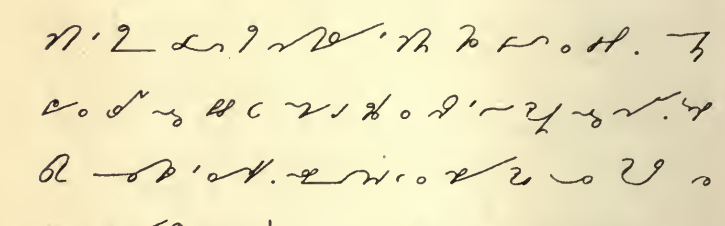
WRITING EXERCISE

89. Mental hesitation is-the greatest drawback in fast writing. It-is probable that a reasonable rate-of-interest will-be charged on-your note payable the first of July. To-be good for-everything is to-be good for-nothing. I-think it possible for-every-one of-my scholars to train his hand to-a graceful and legible style of writing. A little learning is-a dangerous thing. Try to-be something in-the world and you-will-be something. Geometric characters are more difficult to-write than graphic ones. It-was stated in-the message that the storm had caused great damage to-the cottage. Nothing is trouble-

some that we-do cheerfully. Never wait for-a thing to turn up. Go and turn it up yourself; it takes less time and-is surer to-be. Before making payment, the teller made the statement that the measurement of-both the basement and-the pavement had-not-been given correctly. The salesman told the drayman to call on-the workman to assist in-the shipment of-the ornaments. A strenuous life and-an open manner soon made Washington famous throughout-the land. The handsome boy and his gladsome little sister seemed lonesome since the death of father and mother. Cultivate a spirit of solicitude about your work, banish all lassitude.

READING EXERCISE





WRITING EXERCISE

Dear-Sir: We-have-your-favor of-the 1st-inst. We-cannot-be of service to-you in collecting the money due you by Mr. Lacy. Mr. Lacy left our service over three weeks-ago and we-can-say nothing further but-that he still lives with-his parents at 52 Grand-Ave.

Yours-truly,

Dear-Sirs: We-have-your-letter of Wednesday. The article in-question has-been going the rounds of-nearly all the newspapers in-the United States. We-desire to-state that we-have used and have-had the right to use the name of Red Cross for-the past seventeen years. and shall bring to terms any-one trifling with-our copyright. However, there-is in-the market another stove

bearing the name of White Cross, which similarity of-names may-have caused the trouble. We-do-not think, the article in-your paper can in-any way hurt the sale of our stoves in-your city.

Yours-respectfully,

Gentlemen: We-have-your-esteemed-favor of recent-date. In-reply-we-should-say that the speed stamped on-the motor is-the average speed when loaded. Of-course if-you take the speed without any load after it-has-been thoroughly emptied, it-will run considerably higher. As-to-the balance of-the armature, we-consider your arrangement a good one. All our armatures are balanced in-the very-same manner. We-do-not consider it necessary to-send you another. Trusting this letter will answer your purpose, we-are

Yours-very-respectfully,

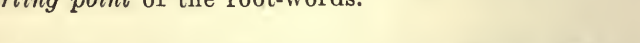
LESSON 9

PREFIXES

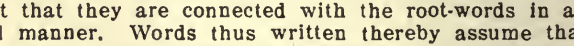
90. The remarks in the preceding lesson regarding the general character of the *suffixes* apply also to the *prefixes*. The latter, however, are connected with the *starting point* of the root-words.

Remarks: Both suffixes and prefixes can at once be recognized as such either by their characteristic forms, or by the fact that they are connected with the root-words in an unusual manner. Words thus written thereby assume that general characteristic appearance which will be found very helpful towards the correct and fluent reading of stenographic text. With the exception of **de**, all our prefixes are connective —a distinctive feature of Natural Shorthand.

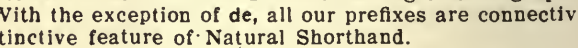
a: anew ascent apiece avoid along aside



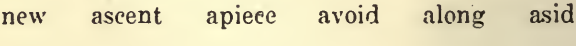
ac: accent access *anti, ante*: anticipation antecedent



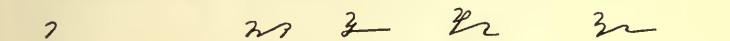
ad: adjourn admonition adhere admire adjacent



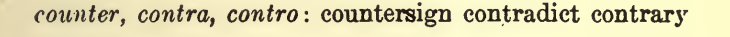
be: beseech beware belief bestow beside below



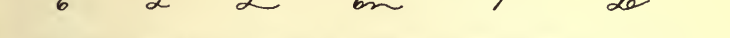
con (com, cog): consist contrite combination cognizant



counter, contra, contro: countersign contradict contrary

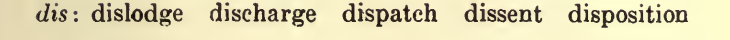


de, di: detach descent degree destination divide



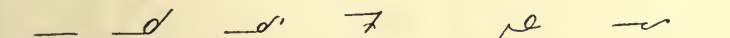
dis: dislodge discharge dispatch dissent disposition

e: elate erase educe evolution evince

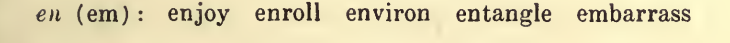


en (em): enjoy enroll environ entangle embarrass

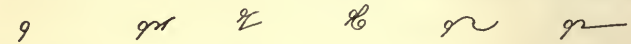
enter: enterprise *inter, intro*: intercourse introduce



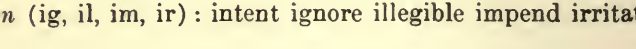
ex: exit excellent expire expert excite examine



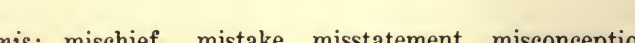
for, fore: forsake forgive forbear foreshow foresight



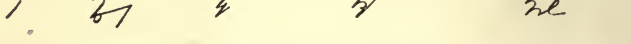
in (ig, il, im, ir): intent ignore illegible impend irritate



mis: mischief mistake misstatement misconception



non: nonsense nonpareil *ob* (oc): obtuse occupation

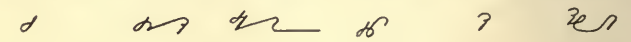


over: overtake overdo oversight *out*: outdoors outcast

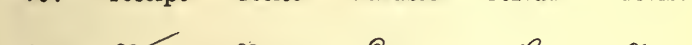
per, pur: persist pertinent purchase *post*: postpone

pre: pretend prepare preside precedent prelude

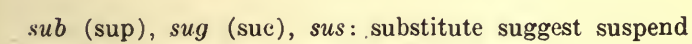
pro: propose promote provide prolong process



re: receipt recite reliable refrain revise

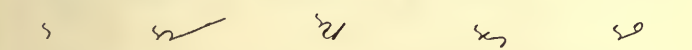


sub (sup), *sug* (suc), *sus*: substitute suggest suspend

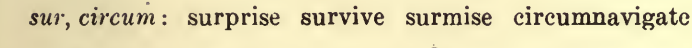


super: supersede supernatural supervise superior

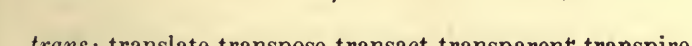
sur, circum: surprise survive surmise circumnavigate



trans: translate transpose transact transparent transpire



un: unaware unused unassisted uncertain *uni*: Unitarian

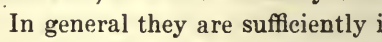


under: undertake underwear understand underline

COMPOUND PREFIXES

91. There is nothing particularly to be remarked regarding the manner of joining *compound* prefixes. Simply string them together. As words with compound prefixes are very characteristic, it is not necessary to write such words in full. In general they are sufficiently indicated by the prefixes together with the initial character or characters of the root-word.

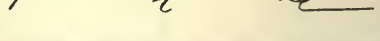
superintend reimburse disentangle independent



Remark: In connection with other prefixes join **de**, as in **independent.**

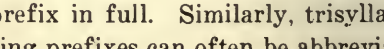
92. Polysyllables having prefixes can generally be abbreviated after the first or second syllable of the root-word, writing the prefix in full. Similarly, trisyllables and dissyllables having prefixes can often be abbreviated according to paragraph 69.

international abominate elaborate intimate perhaps



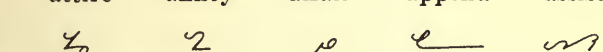
93. Many long words have both prefixes and suffixes. Such may be abbreviated by writing the prefix together with the first character or syllable of the root-word, and adding the suffix. The intermediate syllable or syllables are omitted.

demonstrative comparative implement perpetuity

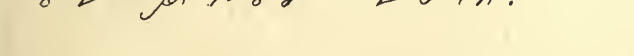


94. In a great many words the consonant following the prefix *a* is doubled. This doubling remains unexpressed in shorthand.

attire annoy affair append assist



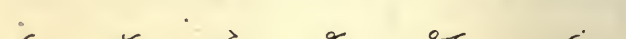
95. In rapid work, the adjective, the noun, and the verb can often be expressed by the same form, especially so if the form to be abbreviated occurs in the latter part of the sentence. For instance, "Additional funds proved *necessary*; additional funds proved a *necessity*; the condition of affairs *necessitated* the creation of additional funds." This method of abbreviation is perfectly safe since the context will readily determine the form intended; that is to say, *words so abbreviated are supposed to occur in sentences.* Many words in the exercises are abbreviated according to this principle, while for the sake of completeness, the dictionary generally distinguishes between the several forms.



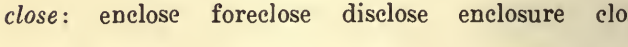
96. The following is a list of important root-words appearing in connection with different prefixes. Being of great frequency, they should be carefully committed to memory.

ceive: receive conceive deceive perceive receiver

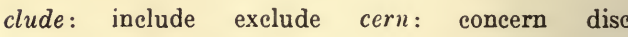
claim: acclaim exclaim reclaim proclaim declamation



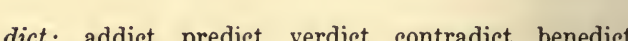
close: enclose foreclose disclose enclosure closest



clude: include exclude *cern*: concern discern



dict: addict predict verdict contradict benediction

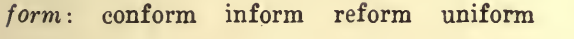


duct: conduct deduct induct product induction

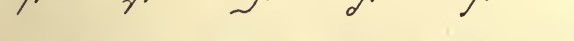
fect: affect affection confection effect infect

fit: counterfeit outfit forfeit refit profit

form: conform inform reform uniform former

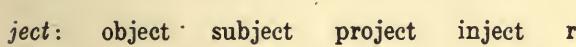


fy: satisfy identify notify signify notification

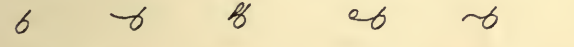


ject: object subject project inject rejection

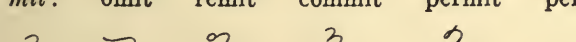
mit: omit remit commit permit permission



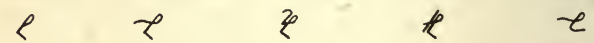
move: remove removal *prove*: approve improve



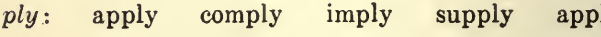
plex: perplex duplex complex complexion perplexity



plicate: implicate complicate duplicate implication



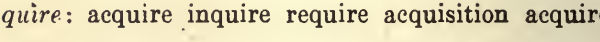
ply: apply comply imply supply appliance



port: report export import support transportation

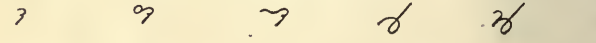
quire: acquire inquire require acquisition acquirement

quest: request inquest *sult*: consult result

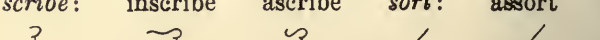


scribe: inscribe ascribe *sort*: assort resort

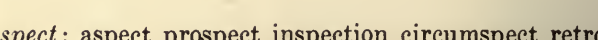
spect: aspect prospect inspection circumspect retrospect



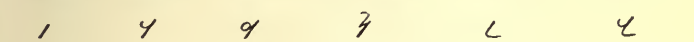
struct: construct instruct obstruct superstructure



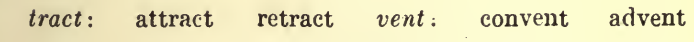
sume: resume presume *sumption*: resumption



tain: attain retain contain *tention*: attention



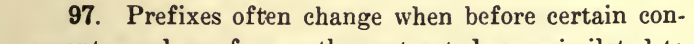
tract: attract retract *vent*: convent advent



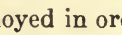
verse: averse converse *vert*: avert convert

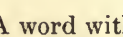
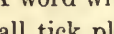
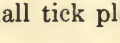
97. Prefixes often change when before certain consonants, and are frequently contracted or assimilated to the root-word in such manner as to become obscure, or entirely unrecognizable. As their ready and correct application would necessitate the constant and intelligent use of a larger dictionary, we would recommend to write such words the etymological composition of which is unknown to the writer or appears doubtful, in full, in accordance with the general rules.

suffice collapse diffuse suffocate innocent

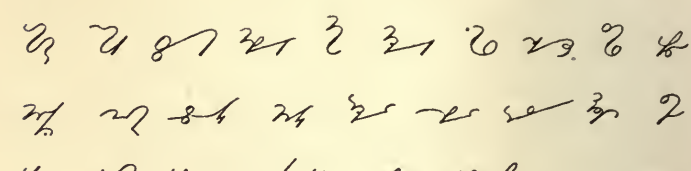


98. When a word is not clearly understood, indicate such by drawing a circle around it. Emphasis is expressed by underscoring the respective word or words by a straight line. The omission of a single word is denoted by a caret, that of several words, by a large dash ——, .

99. Quotations are indicated by simply writing the commencing and the concluding words, with a large dash between:  This characteristic stroke half length, may also take the place of the dash employed in ordinary writing,

100. A word with an initial capital *may be* indicated by one small tick placed beneath it: God  , He  , U. S.  .

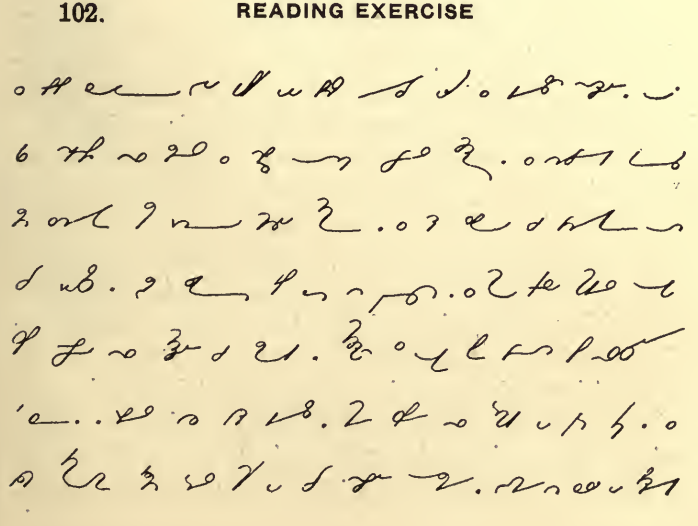
101. **GENERAL EXERCISE**

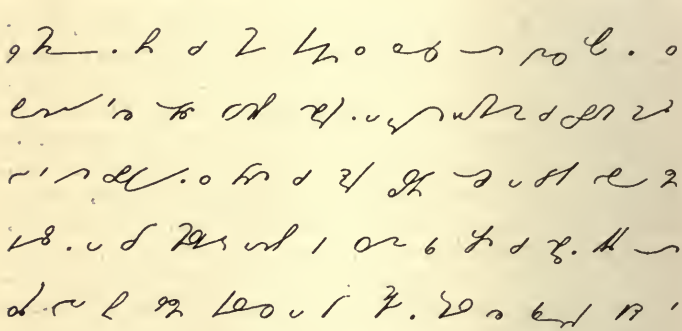


Aspire, aboard, amuse, astride, abridge, abide, accept, accident, antidote, admirable, admissible, betray, besiege, belong, begone, besides, consent, contagious, contest, consign, control, continent, congregation, conceal, constant, compose, compute, commercial, counteract, detest, destroy, delay, deserve, depart, deny, disturb, disburse, dismiss, dispatch, distend, dispose, dispute, disaster, dissipation, elapse, elect, emotion, eminent, elude, erect, endurance, endorse, insure, envelope, encircle, enlighten, enrage, entice, entire, embrace, emboss, interrogation, intercede, excess, excuse, exempt, extreme, exposition, extent, existence, foresee, forearm, forgive, foreshow, forecast, indeed, infallible, instead, institution, incident, insane, incessant, incite, invite, industry, imbue, impair, irregular, mislead, mishap, mistrust, nonpayment, oppress, oblong, occurrence, obscure, obdurate, overshoe, overcoat, overlook, overcharge, overflow, outstretch, outside, outlay, perception, perspire, permissible, permanent, pretense, preface, precept, precinct, postmeridian, preparation, proposition, preservation, premises, prevalent, pronounce, procession, Protestant, propose, propound, protect, promotion, profane, produce, prodigious, prohibition, renew, retreat, repeat, recur, repair, repent, relate, resist, remote, review, refute, remorse, retard, relent, resolution, resign, restaurant, renovation, reside, submerge, substantial, suppress, subway, suggestion, succeed, success, suspense, suspicion, supreme, superb, surface, surpass, surmount, surname, circumlocution,

transaction, transit, unbearable, unabridged, unharmed, unoffending, unless, unruly, unwilling, unused, undertaker, underhand, underlie, underwent, undermine, underwrite, undersign, par. 91: represent, resurrection, apprehend, accomplice, unprepared, unprecedented, reinstate, disreputable, misunderstanding; par. 92: annihilate, elucidate, deliberate, exasperate, congratulate, illiterate, predominate, procrastinate, remunerate, promiscuous, superfluous, preposterous, perpendicular, enervate, indicate, illustrate, perpetrate, obstinate, amanuensis, immaterial, preliminary, conspicuous, command, constitute, demolish, distinguished, remark, abrupt; par. 93: conservatism, unscientific, interrogative, consecutive, superstitious, suspicious, superiority, posthumous, premium; par. 94: attach, attempt, attentive, afford, announce, apparent, approbation, assent, assessment.

102. READING EXERCISE





WRITING EXERCISE

103. The pupil, provided with-a tablet and-a pencil, eagerly awaited the teacher's instruction. Owing to-the disturbance in-the hall, the speaker was-not clearly understood. The secretary tendered his resignation, which excited considerable comment. The first report of-the accident was greatly exaggerated. He-that pretends to-be wise, is foolish. The most durable material obtainable will-be employed in-the construction of-the hotel. Misunderstandings have often been caused by illegibility of writing. Experience is-the best teacher. Many believe in-the supernatural, a few do-not. The earnest admonition of-his superior made a great impression on-him. Money is rarely a substitute for mind. Because of-the many difficulties, the project was finally abandoned. The possibility of such occurrence cannot-be dis-

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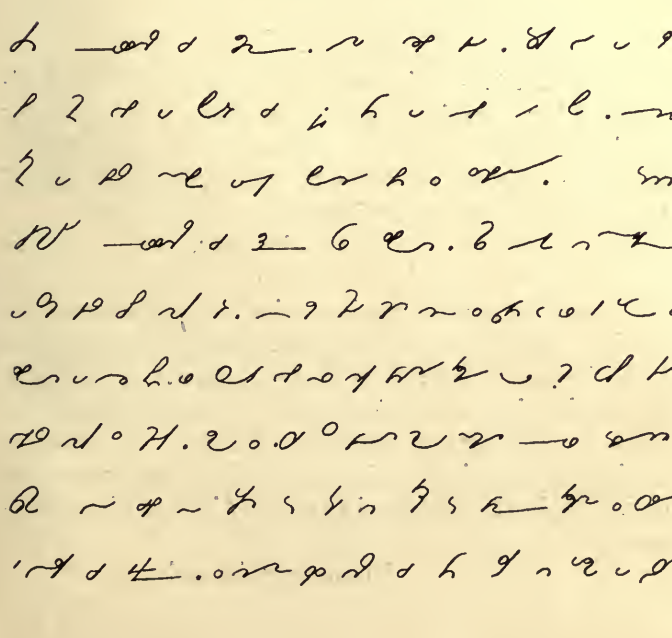
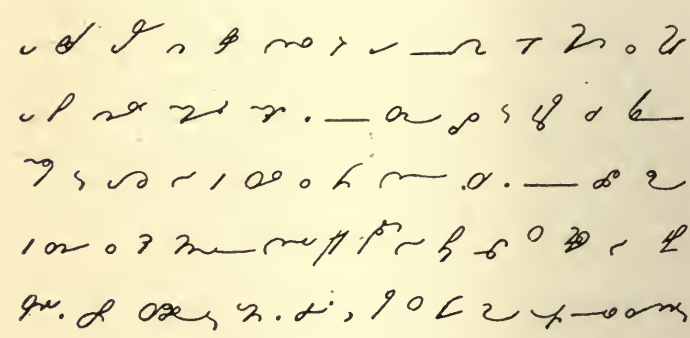
puted. A superficial examination of-the plan convinced us of its practicability. The success of-the student reflects honor and credit upon his teacher. A great multitude assembled to listen to-the address of-the speaker. Edward was rewarded with-a book for-his diligence and good conduct. Utility is-the truest test of excellence. The applicant is pre-eminently fitted for-the position. Persevere, and you-will succeed.

READING EXERCISE





WRITING EXERCISE

Dear-Sir: We-are-in-receipt-of-your-favor of-the 2nd-inst. It-is-a surprise to-us. You-will-do us a favor by making up a box of-the defective goods, and ship it back. We-desire to-make a personal inspection, and-if possible place the responsibility.

Yours-sincerely,

Dear-Madam: We-are-in-receipt-of-your-letter of-the 3rd-inst. regarding reports. Mr. Eaton is out-of-town and will-not return before Saturday next. As he must necessarily sign the checks that are to accompany the reports and as-the books are locked up in-the safe accessible to-him only, nothing can-be done until Saturday or Monday. Hoping the delay will cause no inconvenience, we-are

Yours-very-sincerely,

Gentlemen: Our purpose in addressing you to-day is to-ask you kindly to-hasten the delivery of our-order of-the 4th-inst. The season for-the sale of-the goods ordered is at-hand and unless a part at-least is supplied within-the next week, we-shall likely miss the market and be seriously inconvenienced in-consequence. We also refer you to-your-letter of-the 6th-inst. in-which you assure us to deliver the goods without delay. We therefore hope to receive the first consignment within-a few-days, otherwise our business interests will compel us to-buy elsewhere. Please let-us-hear-from-you at-once. Trusting this letter will give no offense, we-are

Very-sincerely-yours,

LESSON 10

IRREGULAR PHRASES

104. While the utility, the *advantage* of phrasing has been dwelt upon repeatedly in these pages, we now wish to emphasize the *necessity* of phrasing. In order to obtain even a moderate degree of speed, the student not only *may*, but *must*, phrase. Besides, adopt the phrases as they are presented in the text-book, unmodified. They have been carefully constructed and tested for you. Write them as they are given.

The student is referred to paragraph 73 regarding the difference between *regular* and *irregular* phrases. Observe also the regularity of construction of the first eight *irregular* phrases. They are very frequent, of greatest importance, and are blends rather than contractions. Words not expressed in the construction of irregular phrases are printed in heavy, boldface type.

how much	today	ought to
how many	don't	ought to be
you can	I don't know	of a
you could	somebody else	of you
not yet	nobody else	Dear Sir
as yet	at once	My dear Sir
to do	at best	My dear Friend

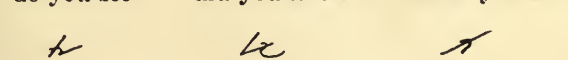
BUSINESS PHRASES

105. In the following we present a list of phrases, such as occur in ordinary business correspondence. They are partly irregular, and are intended principally to guide the beginner in the selection of words that are most advantageously phrased. While as a rule, phrases of but two or three words are the most advantageous, it is however, allowable in business correspondence to construct phrases that contain four, five, or more words. Expressions like "In reply to your favor" or "I remain very truly yours" should have, on account of their great frequency and because they are spoken at a greater speed than the body of the letter, exceptionally brief and easy outlines.

The student is advised to examine and to analyze carefully the following specimens of business phrases. Let him observe the general principles underlying their construction, and then select and memorize such as best suit the peculiarities of both business and employer.

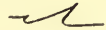
106. Whenever convenient, we indicate *you* by crossing, intersecting the word-forms between which it occurs.

do you see did you know would you not



107. GENERAL EXERCISE

your favor		in response to	
your letter		in answer to	
at hand		in reference to	
to hand		post office	
on hand		postal card	
in hand		money order	
take care		express money order	
take pleasure		Express Co.	
as regards		Insurance Co.	
as soon as		by express	
as much as		by return mail	
as many as		in order	
in regard to		our order	
in reply to		we beg	
in respect to		we beg leave	

I am confident 

we are confident

I am glad

we are glad

I am sorry

I am very sorry

we are sorry

I am obliged

we are obliged

I am in receipt

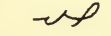
I am in receipt of your letter

we are in receipt of your favor

I have received your favor

we have received your letter

in reply to your favor

in answer to your inquiry 

I remain

we remain

Yours truly

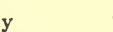
Truly yours

Yours very truly

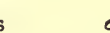
Very truly yours

I remain Very truly yours

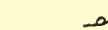
We remain Very truly yours

Yours sincerely 

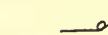
Yours very sincerely

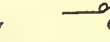
Very sincerely yours 

Respectfully

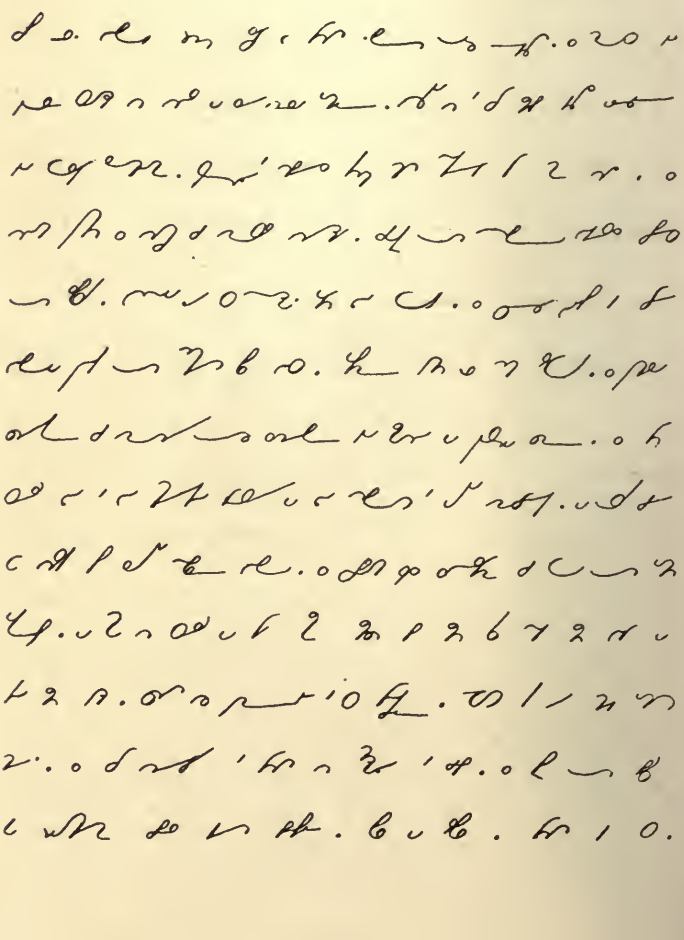
Very respectfully 

Yours respectfully

Respectfully yours 

Yours very respectfully 

108. READING EXERCISE



WRITING EXERCISE

109. Before entering upon this exercise, recall that success depends on-your efforts. The knowledge of-a foreign language is certainly a very desirable accomplishment. Shorthand is of great help toward-the acquirement of-a correct pronunciation. Fluency of speech does-not always indicate good common sense. The sun forms the center of-the solar system. Traffic was suspended until-the bridge was rebuilt. Within-a week all outstanding accounts were collected. The jury, unable to agree upon-a verdict, was dismissed by-the judge. Absent friends are soon forgotten. The venerable president of-the society was-the recipient of-a handsome and valuable present. The goods delivered were of but medium quality and were disposed of at-a sacrifice. An old tree can seldom be radically improved upon. The plan for-the reorganization of-the company was at-once adopted. A man is delivered and gay when he-has put his heart into his work and done his best. Justice is-the foundation of all government. "I-can't do it" never accomplished anything. The great secret of success is constancy of purpose. The book was subjected to-an examination prior to-its publication. Bear and forbear. Success to all.

Dear-Madam: Your-favor of-the 8th-inst. with list of ten subscriptions to-the Penman is at-hand. We sincerely thank you for-the list and have forwarded the premium selected. The September and October num-

bers will-be sent at-once, but-the August issue is out-of-print. We-hope to-have a continuance of-your support.

Respectfully,

Dear-Sir: We-have-received-your-favor of-the 10th-inst. advising us that you-have-not-yet received the pictures sent you some-time-ago. We-beg to-state that on July 19 a box containing the engravings referred to was shipped to Hopkins &-Co. by freight. If-the same has-not-yet-been received up to-the present, an inquiry at-some of-the freight houses will probably locate it. In-case you-should-not find it in-a-day-or-two, advise us and we-shall-forward tracer at-once. Enclosed-please-find bill-of-lading and our check for $67.45 in settlement of-your September account. Hoping to-hear-from-you, we-are

Very-respectfully,

Dear-Sirs: We-wish to call your attention to-the small account amounting to $3.23 for merchandise supplied during-the month of August. As we-have a-great-many such small accounts widely scattered, the agregate of-which amounts to-a very large sum, we respectfully request that you send us a money-order or check for this amount upon receipt of-this letter. If we-do-not hear-from-you within-a week, we-shall-be-obliged to-place the bill with-our attorney for-collection.

We-are

Very-truly-yours,

APPENDIX

accomplish

advance

advantage

advertise

agree

America

amount

answer

author

become

begin

behind

beyond

big

black

bill

blank

bought

business

build

call

catalogue

certificate

circumstance

clerk

cloth

college

common

communicate

compliment

compromise

confident

consequence

consider

continue

convenient

cover

defendant

deliver

desire

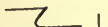
distinct

early

electric

English

esteem

evident 

except

expect

express

expense

extra

fact

fall

familiar

far

frequent

fund

furnish

gentlemen

get

grand

heard

heart

help

henceforth

hold

hope

house, his

hundred

immediate

important, -ce

inferior

instant

instance

interest

inventory

invoice

judge

language

leave

liberty

list

market

mean

member

merchandise

money

mortgage

necessary

neglect

oblige

occasion

once

only
opinion
opportunity
or
order
ordinary
particular
pencil
plain
plenty
plus
postage
preference
principal,-le
privilege
promise
proper
proprietor
public
publish
purpose
quantity
quart,-er
question
recommend
real
record
reference
regret
regard
remain
respect
response
return
select
sincère
sorry
still
sufficient
temper
thought
thousand
truth
usual
verb
week
whole
world

SUPPLEMENTARY PHRASES

esteemed favor

esteemed letter

free on board (f. o. b.)

balance due

please forward

we shall forward

enclosed please find

please find enclosed

we have no doubt

careful consideration

careful attention

personal attention

prompt attention

immediate attention

under separate cover

free of charge

let me know

let us know

let me hear

let us hear

as a matter of fact

as a matter of course

at your convenience

at your early convenience

at your earliest convenience

at an early date

at an early a date as possible

yours of recent date

Dear-Sirs: We-have this day shipped by special fast freight six dozen boxes oranges and herewith hand you invoice and bill-of-lading for-the-same. We-regret very-much that there has-been such-a delay in sending this lot, but it-was wholly unavoidable on-our-part. You-will recollect that in quoting you prices on-the 16th ult. we requested a prompt-reply. Your-order did-not reach us until-the 26th, and in-the-meantime a large demand had sprung up which cleaned out the market entirely. We-have-been trying ever-since to fill your-order and this morning received a consignment from Los-Angeles, part of-which at-once goes forward as stated above. The oranges are excellent, and-are carefully packed. Hoping the delay has-not inconvenienced you and-that the fruit will arrive in good condition, we-are

Very-truly-yours,

Gentlemen: Your-letter of-the 6th-inst. has-just-been received. In-reply we-beg to-say that not having heard of-you since your-letter acknowledging receipt of our-order and fearing that you-would-be unable to fill it for-several weeks, as you intimated might-be the case, we finally countermanded the order in our-letter of-the 2nd-inst. and purchased elsewhere. We-cannot understand why this letter did-not reach you. It evidently did-not, or you-would-not-have sent the fruit. We-do-not-see our way clear to receive this lot on-invoice as we-have some remaining on-hand. But there-is an increasing demand just-now, and we-have every reason to believe that if you-will leave them with-us on-sale, we-can dispose of

them within-a week and-at very fair prices. This will entail less expense and trouble than returning them to-you. We-are-sorry for this unpleasant occurrence, but it-is-the best we-can-do under-the circumstances. Kindly let-us-know your pleasure at-once, and-oblige

Yours-very-sincerely,

Dear-Sirs: We enclose statement showing balance-due us $55. As previously written that while we-would assist you to collect from-the Railroad-Company for goods lost in transit, at-the-same-time, this has nothing to-do with paying us the amount. We-have shipped and delivered the goods according to-your instructions, and as-soon-as we-were in possession of our receipt, we-were-not responsible for accidents in transit. Nor can-we allow you the discount you deduct. The object of giving a cash discount is-an inducement to-pay promptly, and since you-have-not done so in five months, you-have forfeited your discount. These facts are patent and clear to-every right thinking person. Kindly send us a check or money-order for-the amount at-your-early-convenience, and-oblige

Yours-truly,

THE PRESENT AGE

In looking at our age I am struck immediately with one commanding characteristic, and that is the tendency in all its movements to expansion, to diffusion, to universality. To this I ask your attention. This tendency is directly opposed to the spirit of exclusiveness, restriction, narrowness, monopoly, which has prevailed in past ages. Human action is now freer, more unconfined; all goods, advantages, helps, are more open to all; the privileged petted individual is becoming less, and the human race is becoming more. If we look at the various movements of our age, we shall see in them this tendency to universality and diffusion. Look first at science and literature. Where is science now? Locked up in a few colleges or royal societies or inaccessible volumes? Are its experiments mysteries for a few privileged eyes? Are its portals guarded by a dark phraseology which to the multitude is a foreign tongue? No! Science has now left her retreats, her shades, her selected company of votaries, and with familiar tone begun the work of instructing the race. Through the press, discoveries and theories once the monopoly of philosophers have become the property of the multitude. Its professors, heard not long ago in the university or some narrow school, now speak in the mechanics' institute. The doctrine that the laborer should understand the principles of his art, should be able to explain the laws and processes which he turns to account—that, instead of working as a machine, he should join intelligence to his toil—is no longer

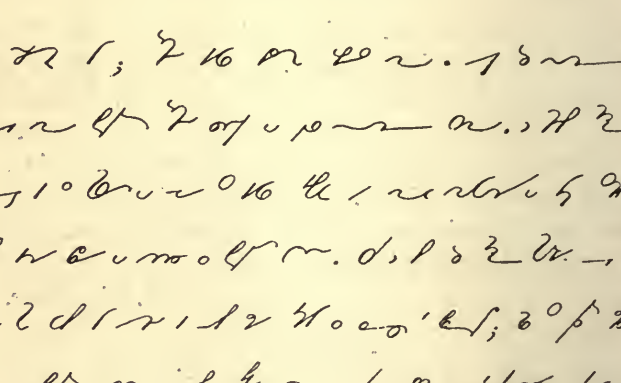
— 6 —

listened to as a dream. Science, once the greatest of distinctions, is becoming popular. The school books of our children contain grand views of the creation. There are parts of our country in which lyceums spring up in almost every village for the purpose of mutual aid in the study of natural science. The characteristic of our age, then, is not the improvement of science, rapid as this is, so much as its extension to all men.

W. Channing.

PRUDENCE

Well-disposed youths may find that goodness of heart and openness of temper, though these may give them great comfort within and administer to an honest pride in their own minds, will by no means, alas! do their business in the world. Prudence and circumspection are necessary even to the best of men. They are, indeed, as it were, a guard to Virtue without which she can never be safe. It is not enough that your designs—nay, that your actions—are intrinsically good; you must take care they shall appear so. If your inside be ever so beautiful, you must preserve a fair outside also. This must be constantly looked to, or malice and envy will take care to blacken it so that sagacity and goodness will not be able to see through it and to discern the beauties within. Let this be your constant maxim—that no man can be good enough to enable him to neglect the rules of prudence; nor will Virtue herself look beautiful unless she be bedecked with the outward ornaments of decency and decorum.



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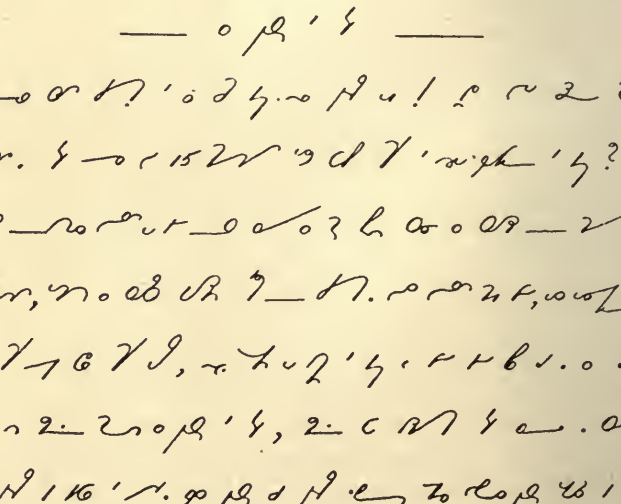

THE VALUE OF TODAY

We are always dreaming of having more time in the future and of doing things with a strong hand in consequence. Today we have but fifteen minutes, and what can be made of such a fragment of time? Next year we shall have hours, and then we will read the new books, learn the language we need to possess, accomplish the larger tasks of which we dream. But the hours never come, and the achievements are made, if they are made at all, in those odds and ends of time that come to us by the way. The wise man is he who knows the value of today, he who can estimate today rightly. Leave the future to take care of itself. For the value of the future depends entirely upon the value attached to today.

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